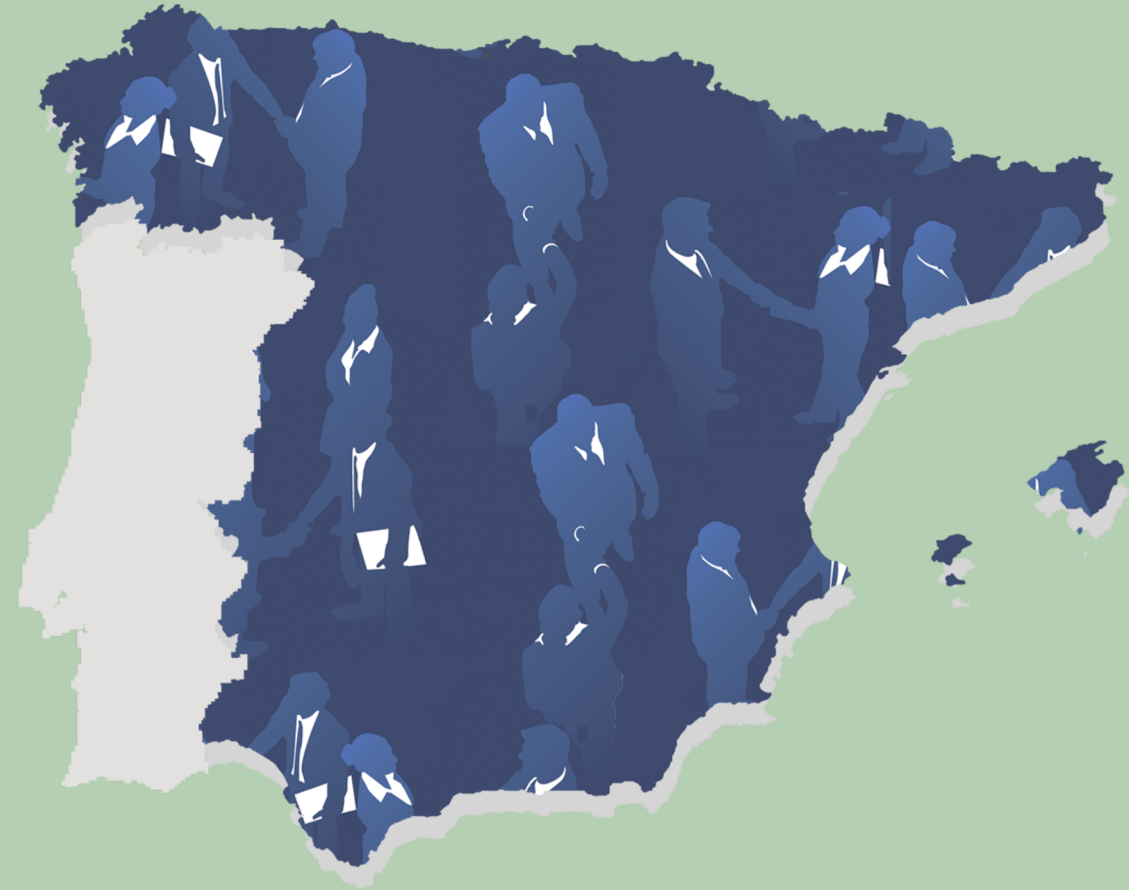


State of University- Business Cooperation SPAIN

University Perspective

Study on the cooperation between
higher education institutions and
public and private organisations



The State of Spain University-Business Cooperation: the university perspective

Partners



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Executive summary

Summary

This report seeks to contribute to our understanding of the higher education institution's (HEI) perspective of university-business cooperation (UBC). Examining the perceptions of academics, HEI managers and knowledge transfer professionals (KTP) provides positive signs for the future, with 99% of all respondents currently cooperating with businesses planning to maintain or increase their cooperation in the future. Yet, more can be done, for example, in supporting academics in their cooperation efforts, including the development of incentive and performance measurement systems in UBC.

About the study

The results presented in this report reflect the perceptions of academics, HEI managers and KTP in Spain with respect to cooperation between HEIs and business. Data was collected through an online survey distributed via email to all registered European HEIs in 33 countries during October-November 2016, leading to a total of 1537 Spanish HEI responses. The study measured the perceptions of respondents with respect to their cooperation efforts, barriers, drivers, support mechanisms and perceived capabilities.

Few academics cooperate with business

Academics responding to this survey are involved in a variety of different cooperation types, but their general involvement is low.

Mobility of students, joint R&D and consulting to business emerge as the most prevalent activities. More than 75% of academics do not undertake UBC activities in the valorisation or management domains. Particularly low are the activities of mobility of staff and R&D commercialisation.

Academics see themselves as proactive initiators of UBC, with almost half of them stating that they usually or always initiate such cooperation. On the contrary, they perceive that external intermediaries and students are those stakeholders that less often initiate UBC.

The cooperation of Spanish HEIs tends to be with medium-sized and large companies located in their region.

Lack of resources hinders UBC

Independent of whether academics are currently cooperating with business or not, lack of resources, insufficient funding and bureaucratic procedures are perceived as the primary barriers to UBC.

Cooperating academics stress funding problems to a greater extent, while non-cooperating academics emphasise cultural factors such as differing motivations between businesses and universities and the business' lack of awareness of university research activities.

Aligned with the academic perception, barriers most strongly perceived by Spanish HEI representatives also relate to lack of funding, differing motivations and the business' lack of awareness.

NOTE: This report provides a university perspective on university-business cooperation (UBC), drawing on a survey of European higher education institutions, academics and businesses. While acknowledging limitations relating to the generalisability of the results due to the size and non-random nature of the sample, the results provide positive signs both of the present and for the future, while also providing an indication of areas that require future development.

Executive summary

Relationship is key

While funding to undertake cooperation emerges as one of the top five UBC facilitators, relationship related factors emerge as the most prominent ones. The existence of mutual commitment, mutual trust and a shared goal facilitate and thus drive cooperation. Cooperating academics also highlight the business interest in accessing scientific knowledge as a facilitator and HEI representatives recognise the importance of a prior relation with the business partner. These results confirm that any effort dedicated to enable and increase cooperation between Spanish businesses and universities should focus on relationship development as a success factor.

Cooperate to benefit others

While cooperating academics highlight research motivations, such as gaining new insights and using it in practice, academics not cooperating are motivated by the willingness to contribute to the mission of the university and improve graduate employability. However, both coincide in addressing societal challenges and issues as an important motivator. HEI managers are motivated to undertake UBC mainly to positively impact society and to obtain financial resources. Improving the university's reputation also emerges as a motivator.

In general, motivations involving benefits for other stakeholders hold great importance for all HEI respondents.

Lack of incentives and recognition

The level of development of UBC supporting mechanisms in Spanish HEIs is similar to the European one.

High-level strategic developments such as top-level management commitment for UBC and a documented mission or vision embracing UBC are perceived as the most developed. Contrary, specific incentive and recognition systems and the reduction of teaching time in exchange for extended cooperation emerge as the least developed.

Career offices and agencies dedicated to UBC are also perceived as well developed structures. Operational mechanisms are student-focused and IP legislation as well as regional innovation policies hold great importance within Spanish HEIs.

Positive attitude and focus on research

Spanish academic respondents who already collaborate with business have a positive view of their abilities and roles in undertaking UBC. They identified their strengths in the research area and they believe it is university's role to collaborate with business. However, they perceive they have insufficient support to undertake UBC.

Spanish academics seem to be satisfied with the joint activities with businesses in research, however the education-related UBC has significantly lower satisfaction rates, which corresponds to European average.

Introduction

About the study

The study focusses on the cooperation between higher education institutions (HEIs) and public and private organisations in the 28 European Union Member States and 5 associated countries.

The State of European university-business cooperation (UBC) study is executed for the DG Education and Culture at the European Commission (EAC/10/2015) by a consortium led by the Science-to-Business Marketing Research Centre (S2BMRC), in Germany from January 2016 until November 2017.

The aim of the study is to get a more profound, comprehensive and up to date understanding of the state of UBC in Europe: what is the state of play of a wide range of UBC activities in the different countries, what are the main drivers and barriers for the different stakeholders and at what levels; what is the regulatory framework and socio-economic conditions and what kind of measures/initiatives exist on a national level to support the development of UBC. The project investigates UBC from the perspective of both university and business.

Main activities

The main components of the project were a series of expert interviews with 23 recognised UBC experts, 51 good practice case studies, a UBC policy and indicators review as well as a major quantitative survey of stakeholders within both HEIs and business. The survey was translated into 25 languages and sent to all registered European HEIs (numbering over 3,000) in the 33 countries during

October-November 2016. Through this, a final sample of 17,410 representatives from within HEIs and business was achieved. This makes the study the largest international study into cooperation between HEIs and business yet completed.

Why care about university-business cooperation?

- UBC is considered to be the engine towards knowledge-based societies and economies
- UBC is specially needed in the European context, threatened by increased global competition, with ongoing economic and social problems and high levels of youth unemployment
- UBC helps to create a more connected and functioning relationship between government, business and HEIs, which is at the core of EU funding schemes, such as Horizon 2020 and Erasmus+.
- UBC direct outcomes include:
 - improving the competitiveness of business,
 - increasing the relevance and innovativeness of research and teaching in HEIs,
 - improving the future job prospects of students and graduates,which can in the longer term:
 - create jobs,
 - stimulate economic growth,
 - increase living standards,
 - reduce hindrances to good living.

Study Objectives

The specific objectives for the study are:

- Chart the current state of play and provide an in-depth analysis of UBC in the countries covered by this study, from the HE and business perspectives
- Deliver 50 case studies of UBC (representative sample, balanced distribution among countries and organisations, balanced distribution of HEI and business led cases);
- Review indicators measuring UBC and propose possible scenarios for the implementations of UBC monitoring in Europe;
- Provide policy conclusions and recommendations for the furthering of UBC and the best approaches to take.



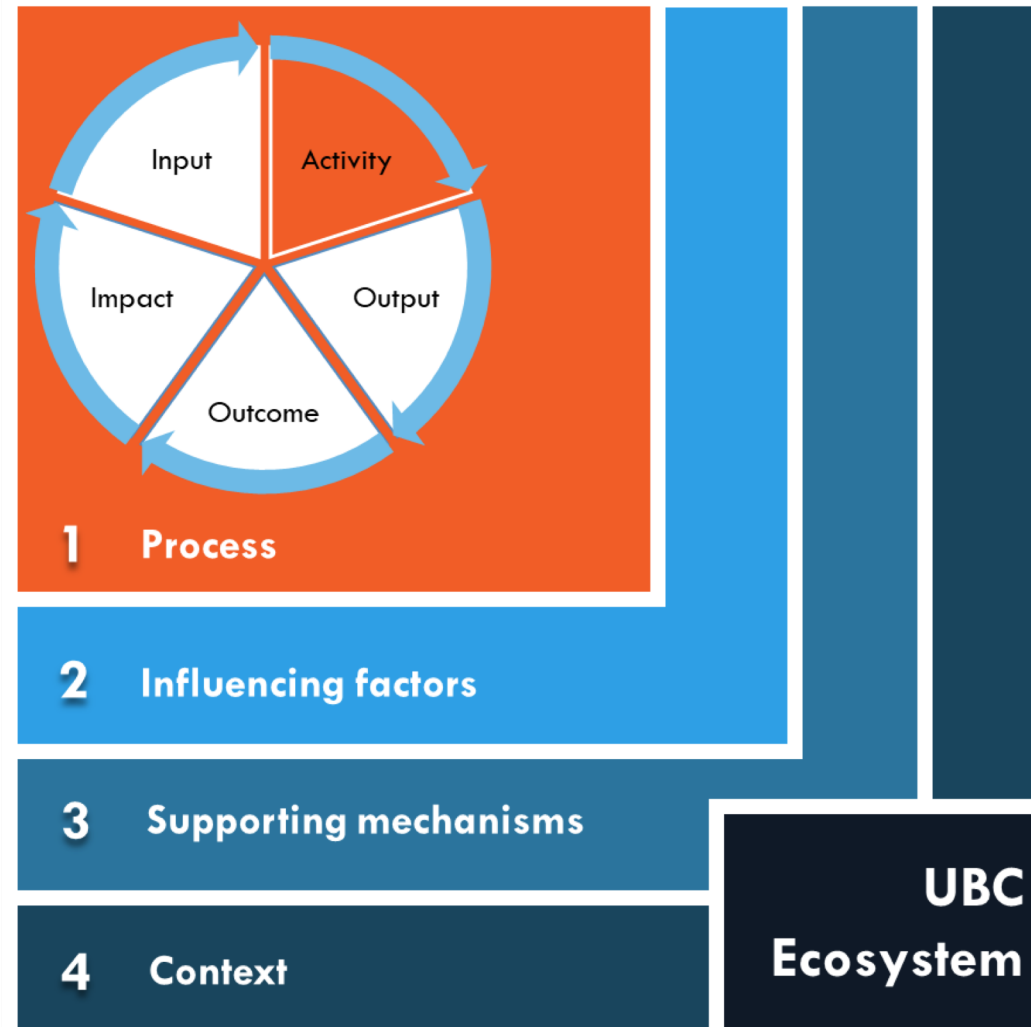
UBC activities

UBC Ecosystem Framework™

In order to best organise the project results, a project conceptual framework was chosen.

The UBC Ecosystem Framework possess a number of interrelated elements including the process of undertaking UBC, factors that are influencing UBC, mechanisms supporting UBC and finally the context in which UBC occurs.

The framework ties together the respective project activities, providing a common thread for reporting results and making recommendations.



Source: Galán-Muros, V.; Davey, T. (2017) *The UBC Ecosystem: Putting together a comprehensive framework for university-business cooperation*. *Journal of Technology Transfer*. <https://doi.org/10.1007/s10961-017-9562-3>

UBC Activities

Fourteen UBC activities are recognised and categorised into the areas of education, research, valorisation and management.

Area	Activity
Education	1. curriculum co- <u>design</u>
	2. curriculum co- <u>delivery</u> (<i>e.g. guest lectures</i>)
	3. mobility of students (<i>i.e. student internships/placements</i>)
	4. dual education programmes (<i>i.e. part theory, part practical</i>)
	5. lifelong learning for people from business (<i>e.g. executive education, industry training and professional courses</i>)
Research	6. <i>joint R&D (incl. joint funded research)</i>
	7. <i>consulting to business (incl. contract research)</i>
	8. <i>mobility of professionals (i.e. temporary mobility of academics to business and vice versa)</i>
Valorisation	9. <i>commercialisation of R&D results (e.g. licencing/patenting)</i>
	10. <i>academic entrepreneurship (e.g. spin offs)</i>
	11. <i>student entrepreneurship (e.g. start-ups)</i>
Management	12. <i>governance (e.g. participation of academics on business boards and businesspeople participation in university board)</i>
	13. <i>shared resources (e.g. infrastructure, personnel, equipment)</i>
	14. <i>industry support (e.g. endowments, sponsorship and scholarships)</i>

Development of UBC activities

Overall, UBC activities are significantly less developed for Spanish academics than for their European counterparts.

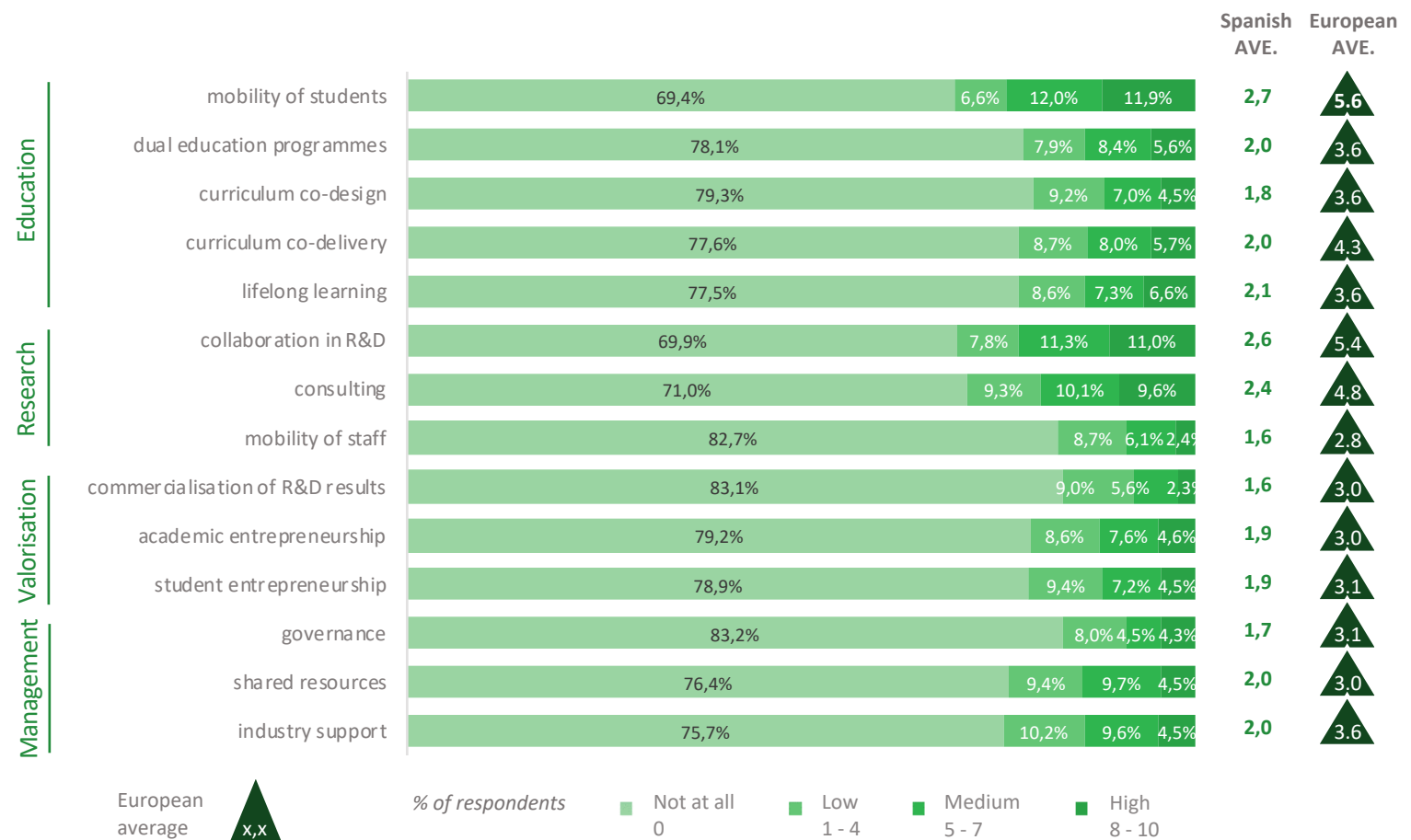
Spanish academics most commonly engage with business in mobility of students (2.7), collaboration in R&D (2.6) and consulting (2.4). However, almost 70% of them do not engage in these activities.

The further UBC education and research activities are less developed.

Additionally, the development of UBC management and valorisation activities is particularly low. More than 75% of Spanish academics are not engaged in these activities at all.

The extent of development of UBC activities

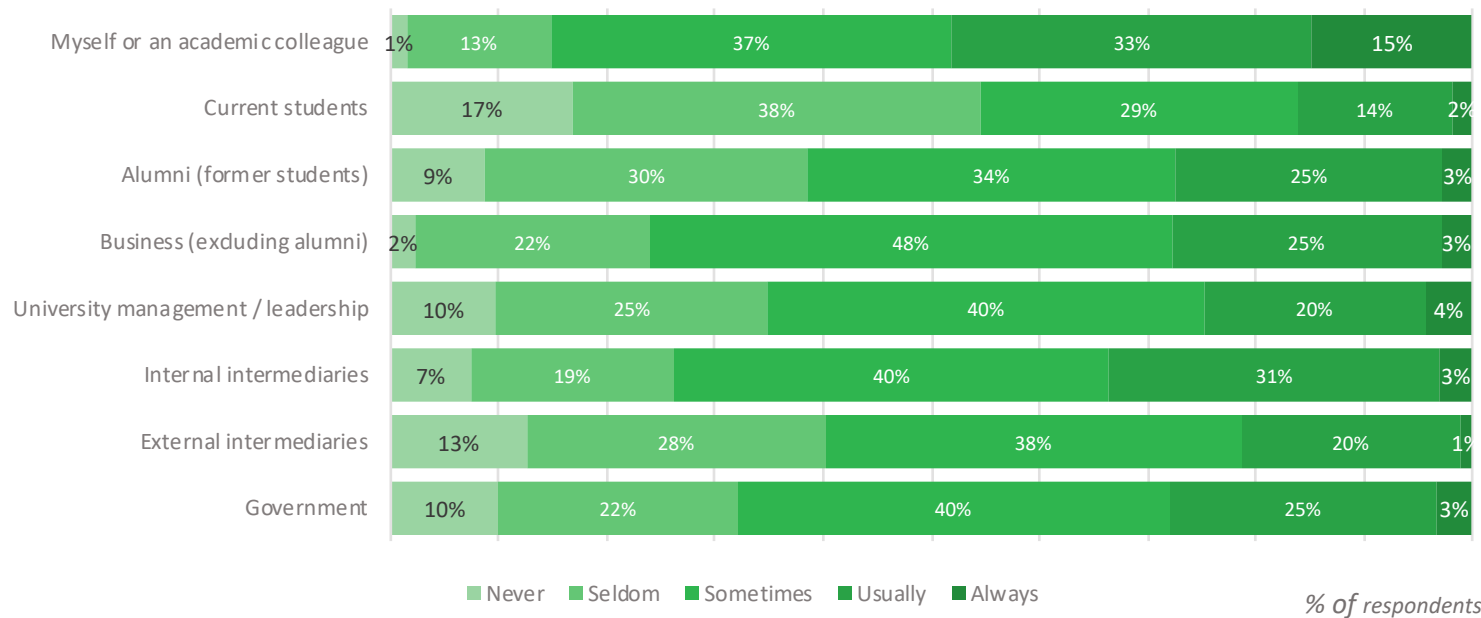
'Which UBC activities do you collaborate with businesses in?' – as answered by academics



Initiation of UBC

How UBC is initiated

'How often various stakeholders initiate UBC activities' – as answered by academics



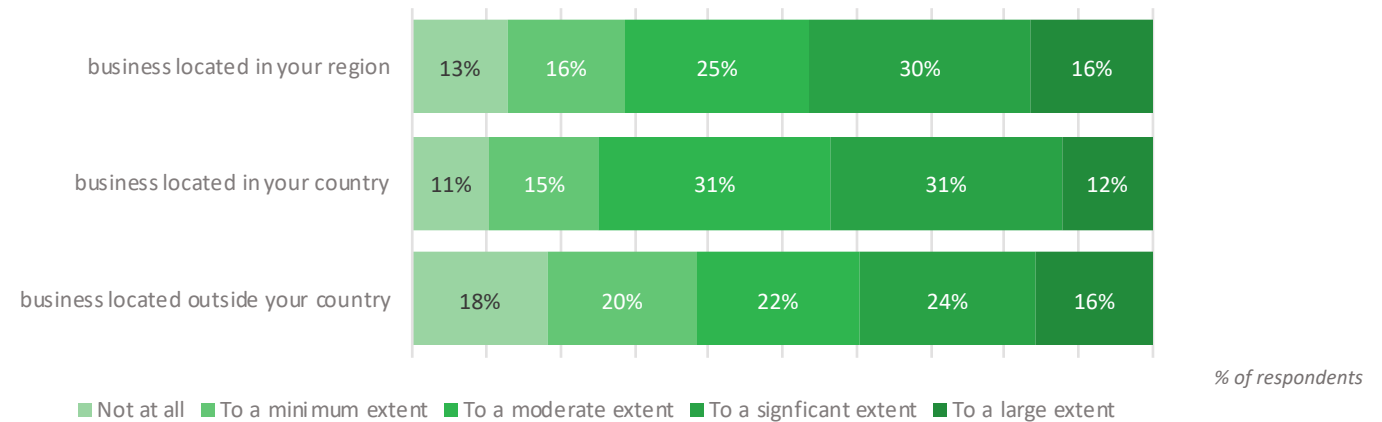
Almost half (48%) of Spanish academics consider that they themselves or their colleagues always or usually initiate UBC.

External intermediaries (34%) along with government, alumni and business (all with 28%) are also considered initiators most times.

Contrary, academics perceive that current students are those stakeholders that less often initiate UBC.

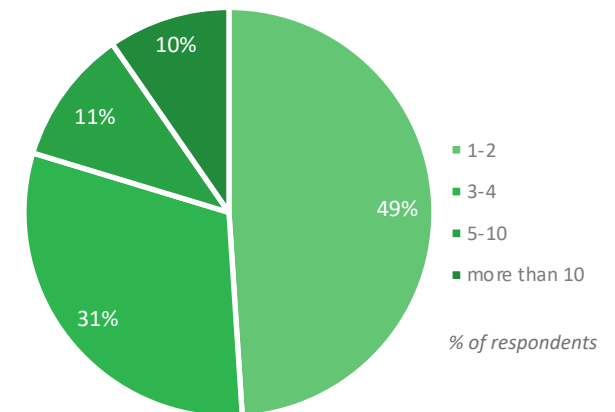
Location of cooperating partners

Location of business partners



Academics in Spain undertake significant to high levels of cooperation with regional businesses (46%). However, collaboration with national and international businesses is not far behind with 43% and 40% respectively. Only 18% do not collaborate with international businesses at all.

Number of business partners

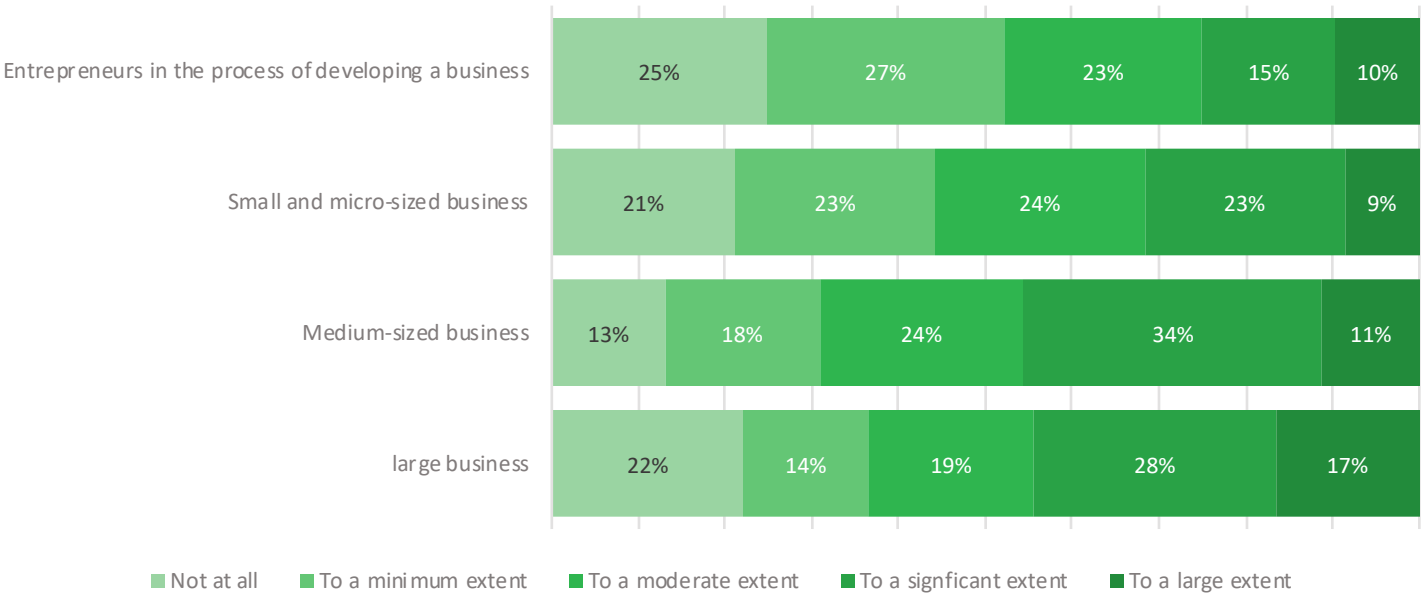


80% of Spanish academics cooperate with 1 to 4 businesses. The remaining 20% have partner relations with 5 or more partners.

Size of cooperating partners

Size of cooperating partner

'With whom do you collaborate?' – as answered by academics



Academics in Spain collaborate in a greater extent with businesses of a medium or large size. 45% of them engage to a significant or large extent with these cooperating partners.

The cooperation is reduced to 32% with small and micro-sized businesses and to 25% with entrepreneurs in the process of developing a business.

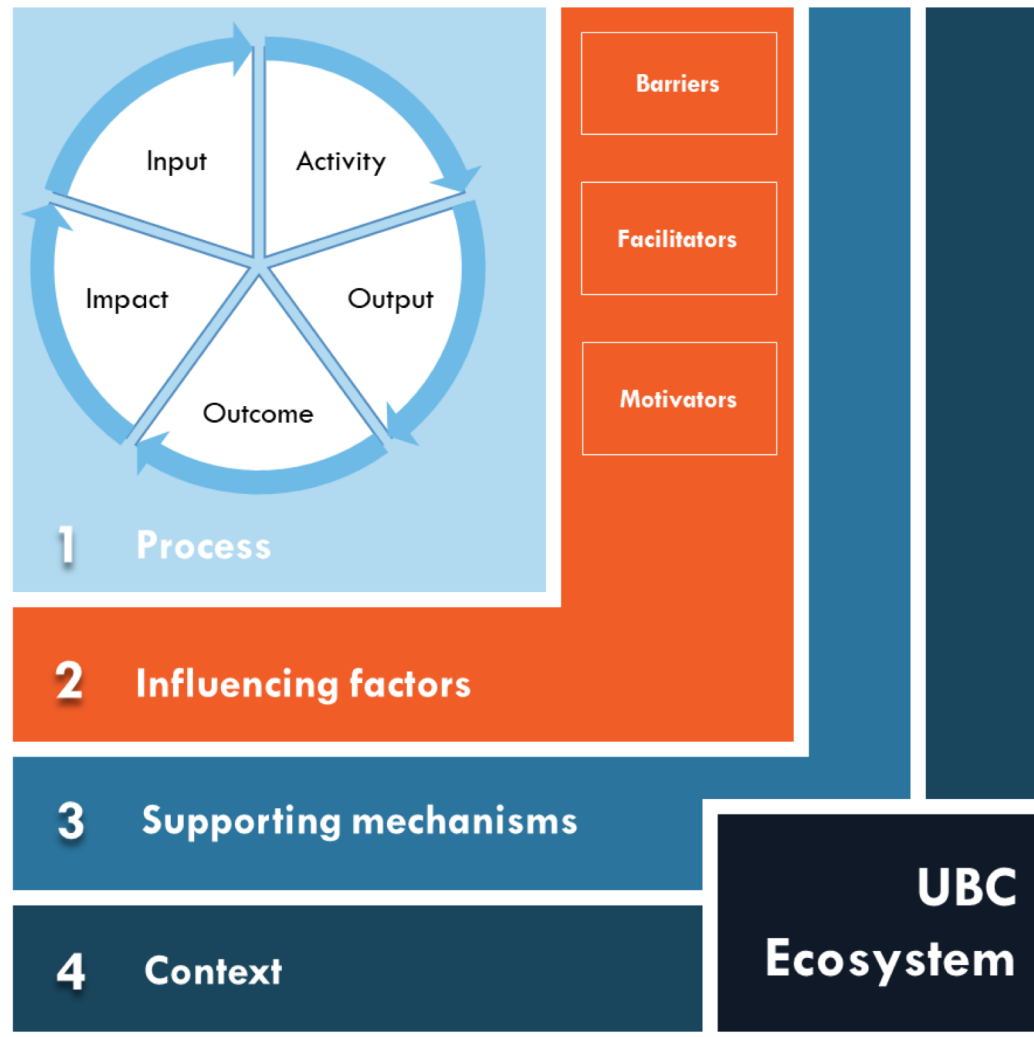
Factors influencing UBC

This section outlines the extent to which various factors affect UBC.

Generally, a barrier provides a hindrance or obstacle to do something. Drivers comprise facilitators, which enable or ease the process, and the motivators, which triggers the starting of an activity and are often related to the expected outcome(s).

At the European level, this study has found that removing a barrier does not necessarily create UBC but rather it makes UBC possible. Instead, it is the facilitators and motivators (drivers) that initiate UBC.

For example, even when a lack of funds is often named as a major barrier to cooperation, the presence of funds may not be enough for cooperation to happen if the perceived facilitators or motivators are not sufficiently present.



Barriers hindering UBC

Barriers

What is inhibiting your cooperation with business?' – as answered by academics



	Academics collaborating with business	Academics not collaborating with business
1.	Limited resources of SMEs	Lack of government funding for UBC
2.	Lack of university funding for UBC	Lack of business funding for UBC
3.	Lack of business funding for UBC	Differing motivation / values between university and business
4.	Lack of government funding for UBC	Lack of university funding for UBC
5.	Bureaucracy related to UBC	Business lack awareness of university research activities / offerings
<i>Lowest</i>	Frequent staff turnovers within my university or the business	Frequent staff turnovers within my university or the business

The top five barriers to UBC for Spanish academics relate to resources, administrative and cultural issues.

The limited resources of SMEs is perceived as the most inhibiting factor for collaborating academics. However both groups are also significantly inhibited by the lack of university, business and government funding.

Additionally, the factors mentioned only by not collaborating academics are the differing motivations between two organisations as well as business' lack of awareness of university research activities.

Cooperating academics are furthermore also inhibited by bureaucracy related to UBC.

Barriers hindering UBC

Spanish academics perceive most barriers stronger than their European counterparts.

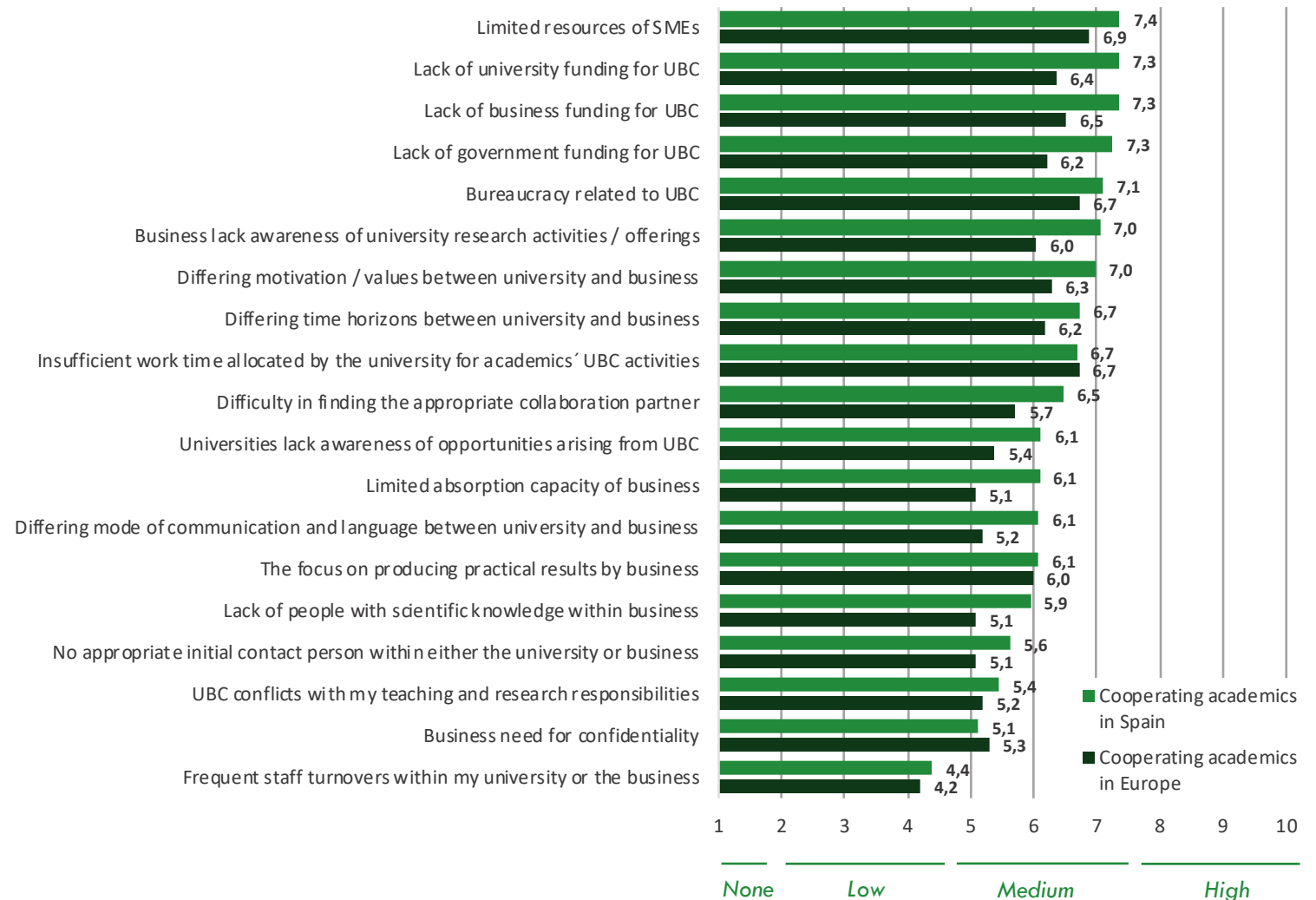
In Spain, academics are more hindered by the limited resources of SMEs and the lack of university, business and government funding.

However, the business need for confidentiality is perceived as slightly less hindering barriers for Spanish academics compared to European average.

For both groups the weakest barrier relates to the frequent staff turnovers within university or business.

Barriers

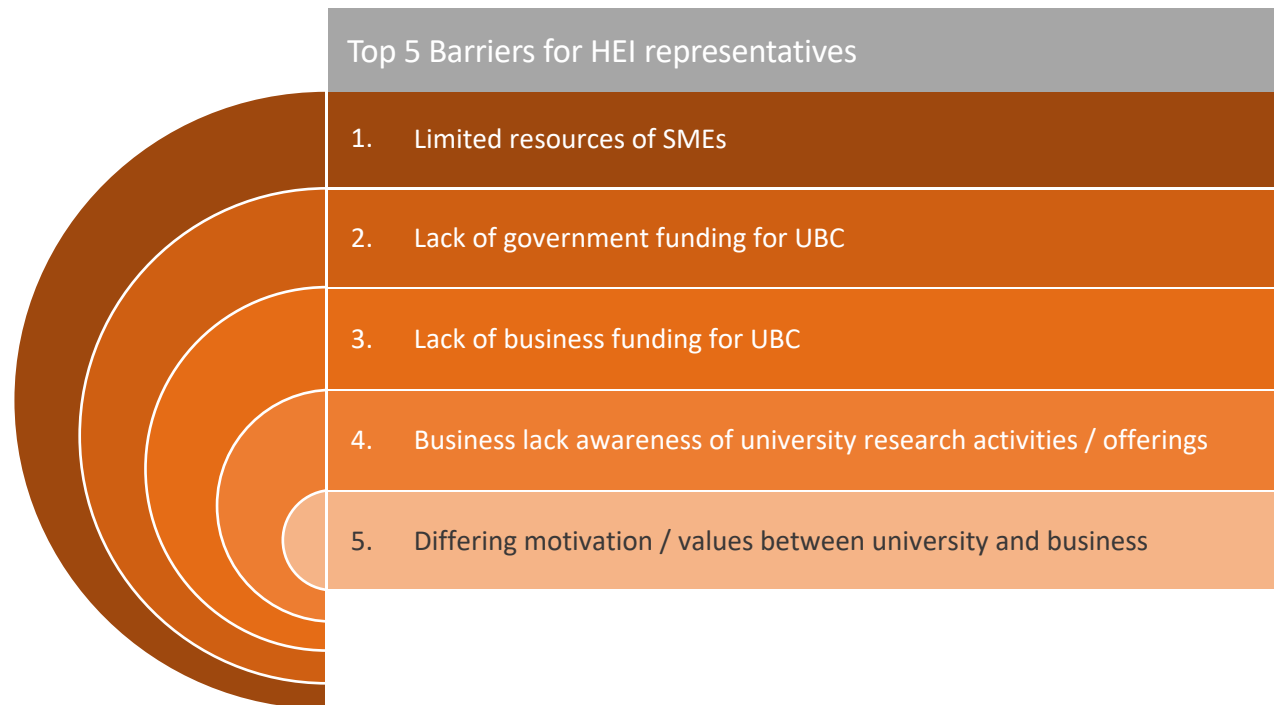
'What is inhibiting your cooperation with business?' – as answered by academics



Barriers hindering UBC

Barriers

'What is inhibiting your HEI cooperation with business?' – as answered by HEI representatives



Spanish HEI representatives are inhibited to engage in UBC by resources related issues and cultural differences.

The limited resources of SMEs along with lack of government and business funding are the major barriers. This is consistent with the perception of Spanish academics.

HEI representatives recognise that the business' lack of awareness of university research activities and differing motivations between university and business can also significantly inhibit UBC in Spain.

Barriers hindering UBC

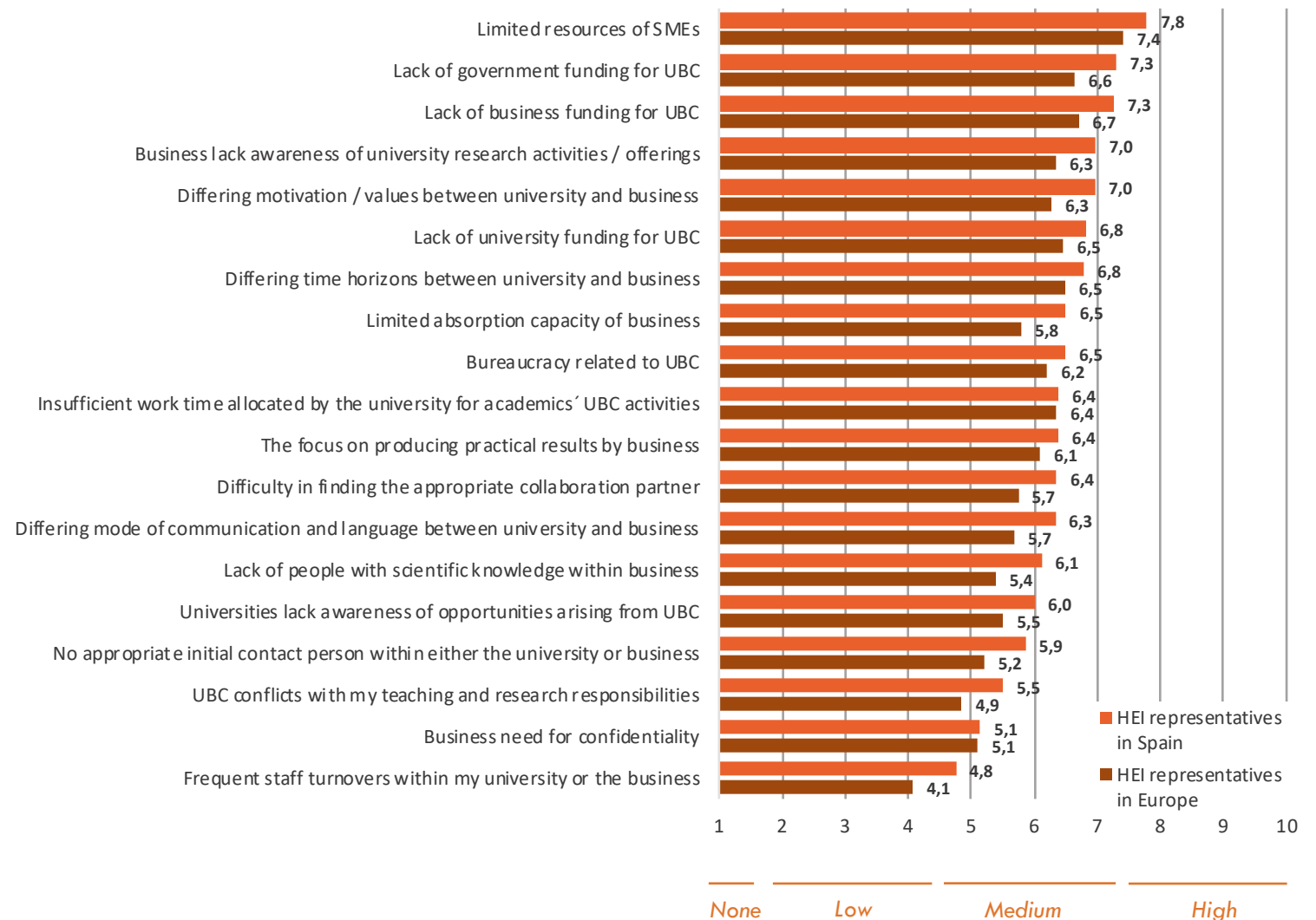
Overall, Spanish HEI representatives perceive barriers stronger than their European counterparts.

Resources, funding and culture related factors are the major barriers for both groups. However, they are more inhibiting for Spanish HEI representatives.

The 'frequent staff turnovers within the university or businesses' is one of the weakest UBC barriers for both groups.

Barriers

'What is inhibiting your cooperation with business?' – as answered by academics and HEI representatives



Drivers stimulating UBC

Drivers are those factors that encourage businesses, academics or HEIs to engage in UBC.

Drivers of UBC are divided into two factors:

1. **Facilitators** – factors that enable or ease cooperation
2. **Motivators** – incentives or benefits that the respective stakeholders would like from the cooperation

Together, these two factors provide a comprehensive picture of what compels businesses to cooperate.

The 2010-11 State of European UBC study showed that for European universities the existence of strong UBC drivers can overcome the presence of barriers to UBC.

Facilitators

‘What is facilitating your cooperation with business?’ – as answered by academics and HEI representatives



	Academics cooperating	HEI representatives
1.	Existence of a shared goal	Existence of mutual trust
2.	Existence of mutual trust	Existence of mutual commitment
3.	Existence of mutual commitment	Existence of funding to undertake the cooperation
4.	Existence of funding to undertake the cooperation	Existence of a shared goal
5.	Interest of business in accessing scientific knowledge	Prior relation with the business partner

The main factors that facilitate UBC for both Spanish academics and HEI representatives are similar.

The main facilitators focus on the relationship aspect of UBC, highlighting the importance of a shared goal, mutual trust and commitment for successful UBC.

Both groups also recognise importance of funding in facilitating cooperation with businesses.

While interest of business in accessing scientific knowledge is perceived as another facilitator by academics, HEI representatives recognise importance of a prior relation with the business partner.

Drivers stimulating UBC

European and Spanish perceptions of UBC facilitators align. Yet, notably Spanish academics perceive the drivers slightly lower than European academics.

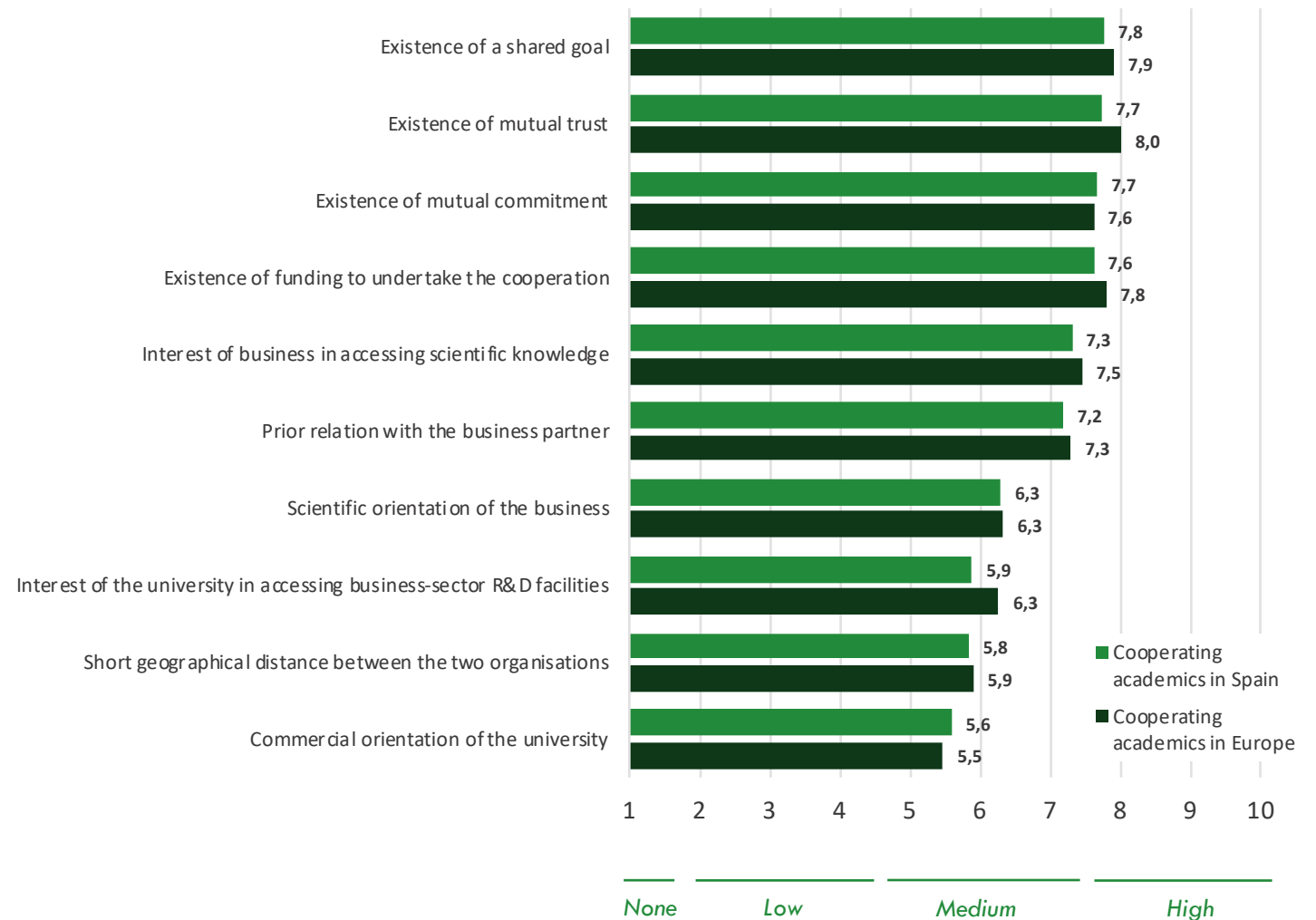
For both groups, the most important facilitators are those related to the relationship component of UBC. The academics highlighted the existence of a shared goal, trust and commitment among the most important facilitators influencing their cooperation with businesses.

In addition to the relationship facilitators, the existence of funding and the interest of business in accessing scientific knowledge also play important role for both.

The commercial orientation of the university emerges as the weakest facilitator.

Facilitators

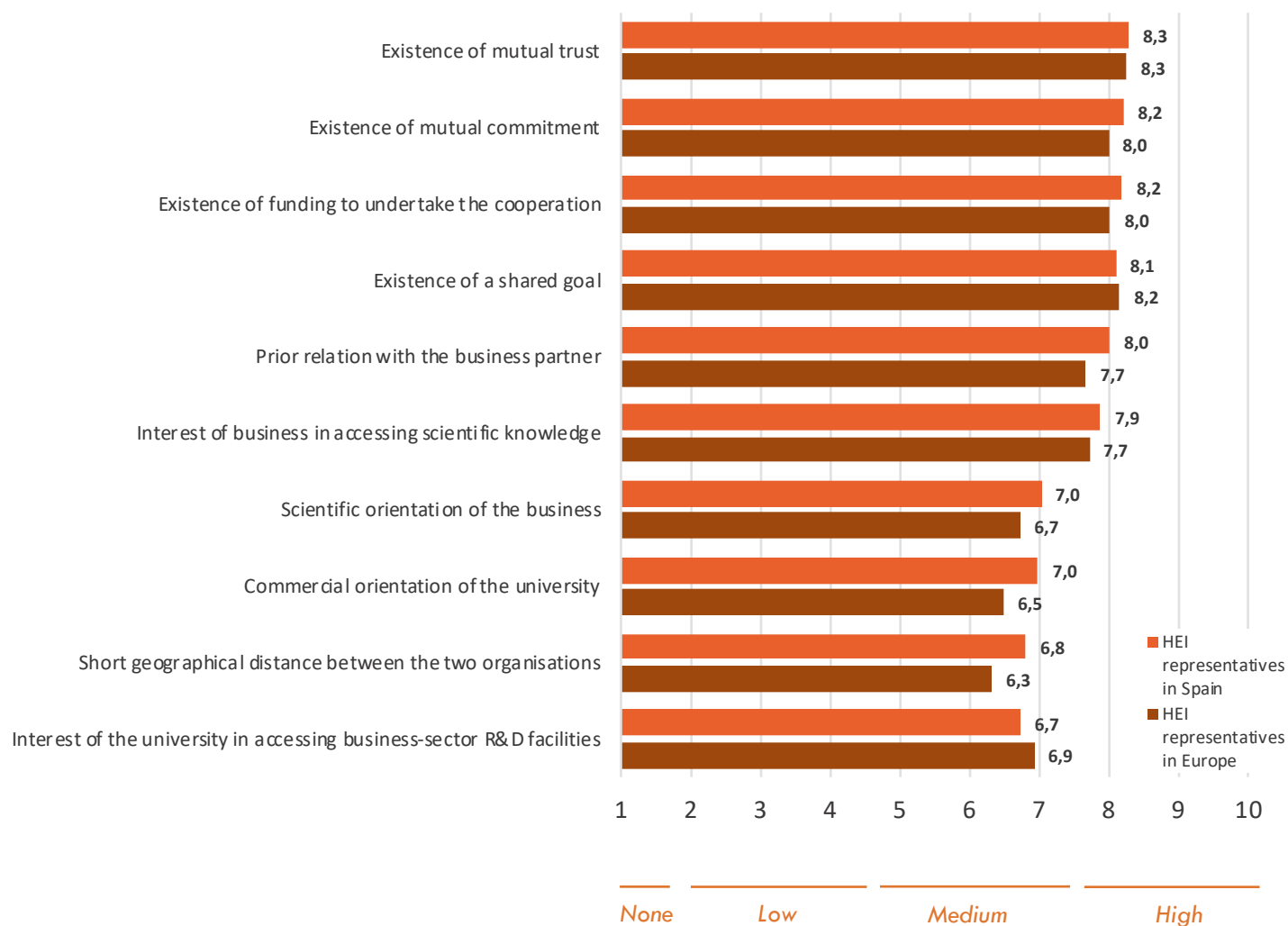
‘What is facilitating your cooperation with business?’ – as answered by academics



Drivers stimulating UBC

Facilitators

‘What is facilitating your cooperation with business?’ – as answered by HEI representatives



Spanish HEI representatives and their European counterparts have similar perceptions of UBC facilitators.

For both groups, the most important facilitators also relate to the relationship aspect of UBC. The existence of trust, a shared goal and commitment are the most important drivers facilitating their cooperation with businesses. This is consistent with the academic perspective.

The existence of funding to undertake the cooperation also plays an important role for HEI representatives.

The interest of the university in accessing business-sector R&D facilities is slightly higher for HEI representatives in Europe than for their counterparts in Spain, who consider it as the weakest facilitator.

Drivers stimulating UBC

Motivators of Spanish academics who already cooperate with businesses and motivators of non-cooperating academics have certain discrepancies.

While cooperating academics highlight gaining new insights and use it in practice, non-cooperating academics rate motivators related to other stakeholders (e.g. employability of graduates, societal needs, mission of the university) more strongly.

Obtaining funding is a motivation only for the cooperating academics. Similarly, the motivation to improve teaching is exclusive for the not cooperating academics.

Motivators

'What motivates you to cooperate with business?'- as answered by academics

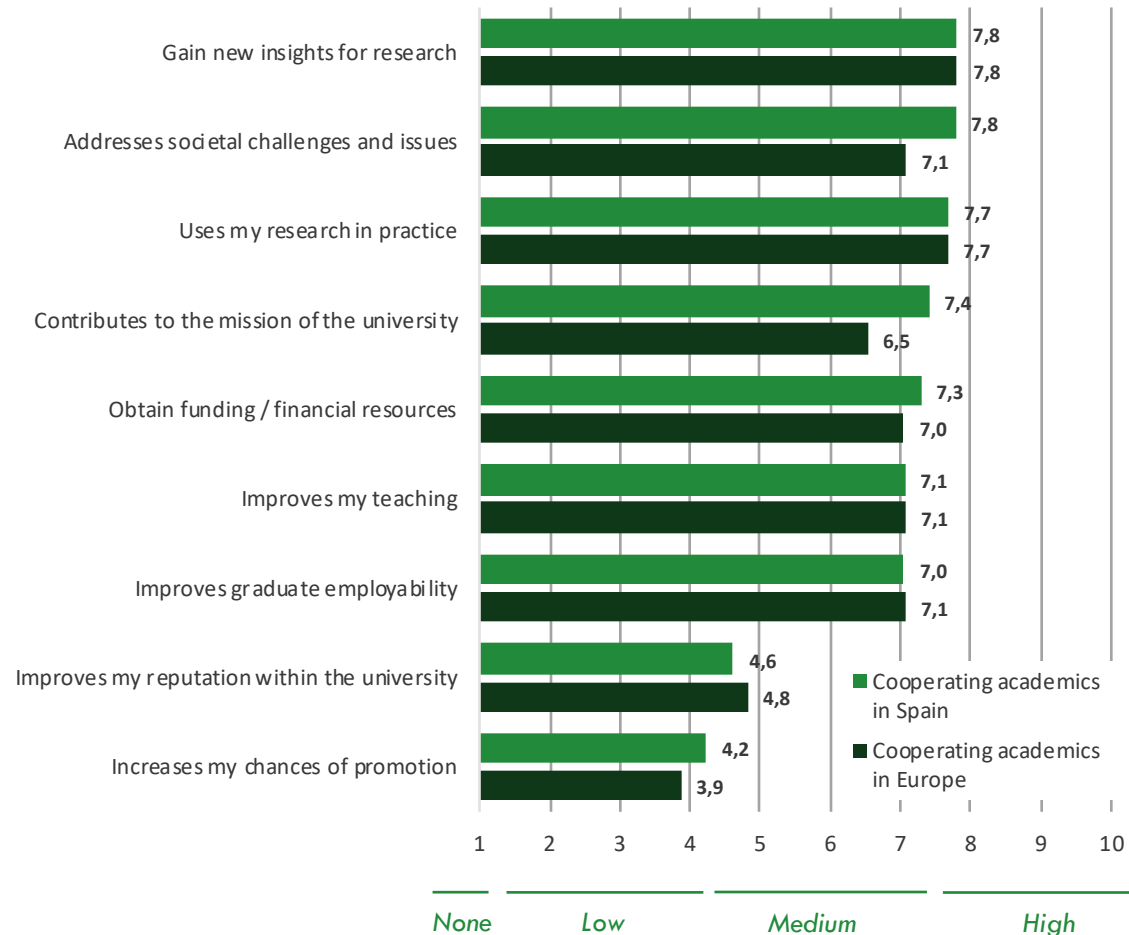


Academics who cooperate	Academics who <u>do not</u> cooperate
1. Gain new insights for research	Contributes to the mission of the university
2. Addresses societal challenges and issues	Addresses societal challenges and issues
3. Uses my research in practice	Improves graduate employability
4. Contributes to the mission of the university	Improves my future research
5. Obtain funding / financial resources	Improves my teaching

Drivers stimulating UBC

Motivators

'What motivates you to cooperate with business?'- as answered by academics



The perceptions of UBC motivations of Spanish academics mostly align with the perceptions of their European counterparts.

In comparison to the European average, the motivation to address societal challenges along with the willingness to contribute to the mission of the university are perceived notably stronger in Spain.

The promotion and reputation related motivators are the weakest drivers stimulating UBC for both groups.

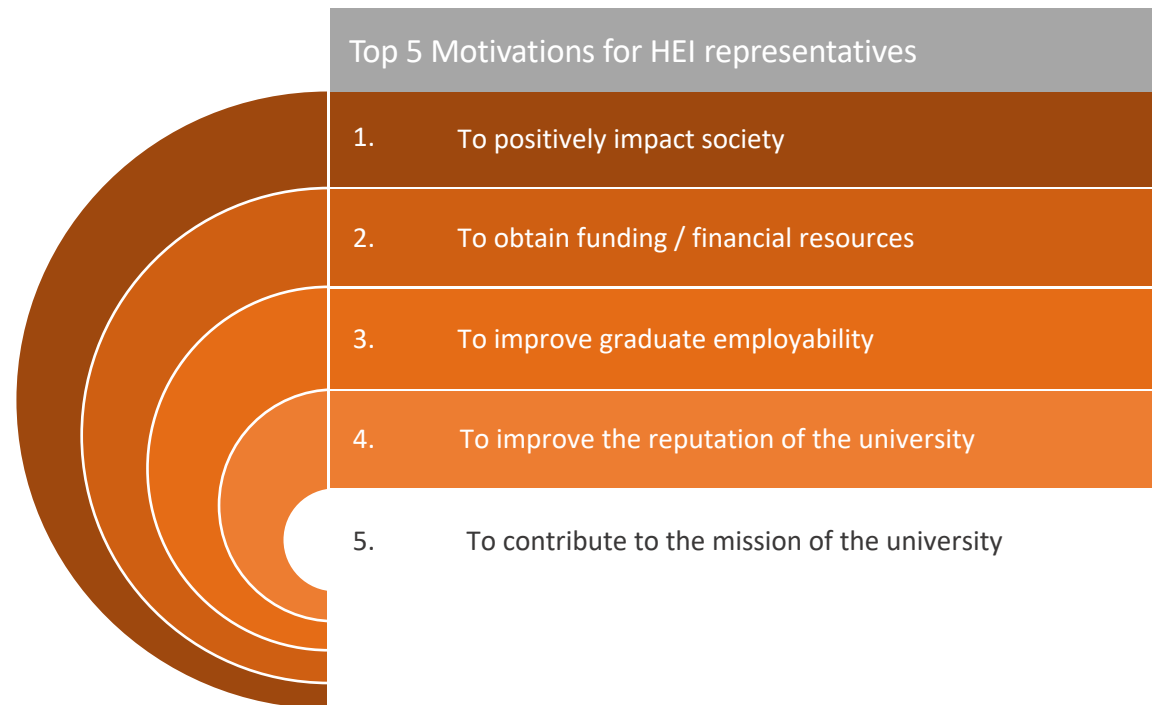
Drivers stimulating UBC

Spanish HEI representatives are motivated by the benefits that UBC can bring to other stakeholders, such as graduates, society and university.

Additionally, the funding and the willingness to improve reputation of university also motivate them to engage in UBC.

Motivators

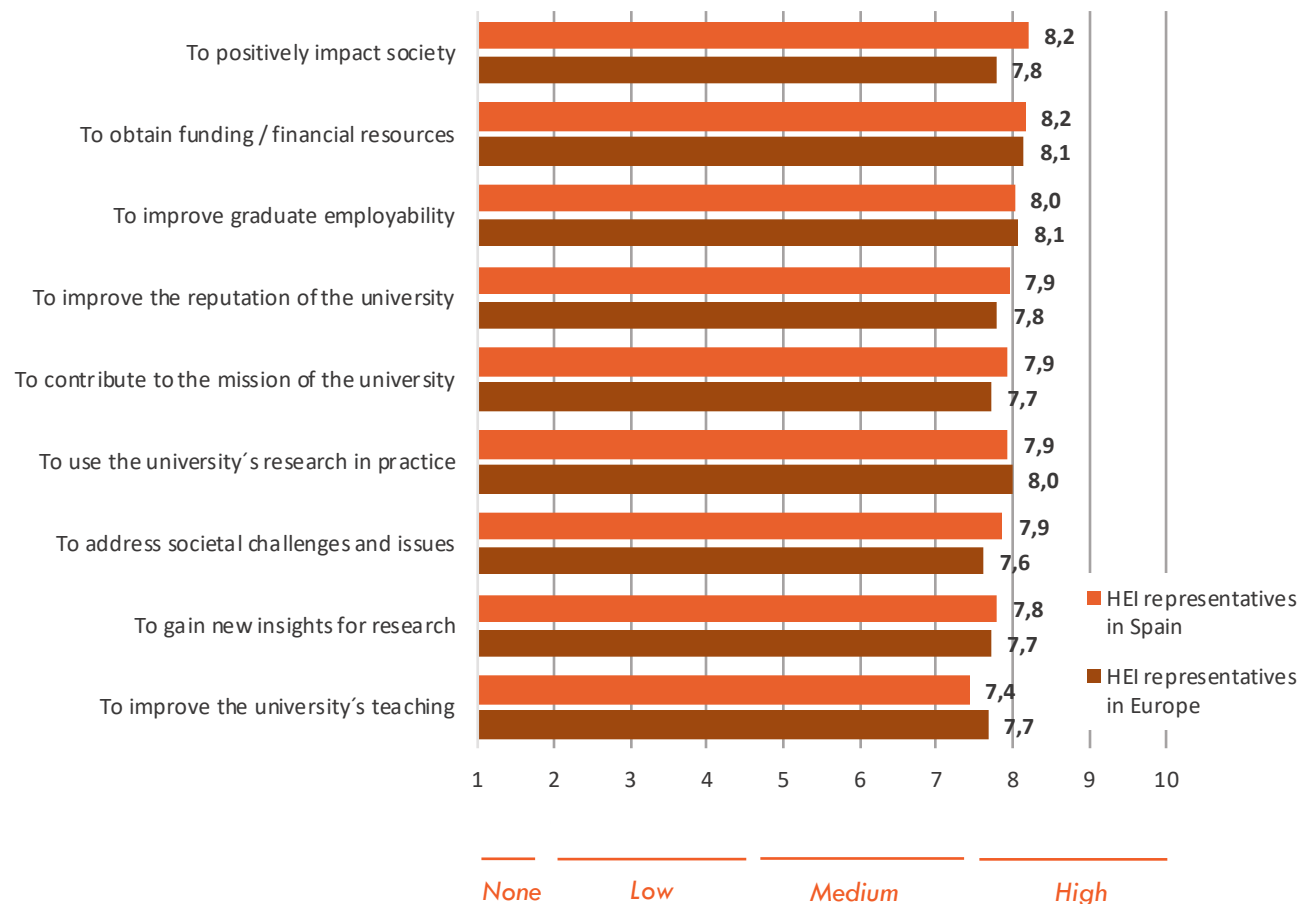
'What motivates your HEI to cooperate with business?'- As answered by HEI representatives



Drivers stimulating UBC

Motivators

'What motivates your HEI to cooperate with business?'- as answered by HEI representatives



Spanish and European HEI representatives perceive motivators very similarly.

However, the motivation to positively impact society is perceived stronger in Spain, while the motivation to improve university's teaching is perceived stronger by European HEI representatives.

More crucially, for both European and Spanish HEI representatives all motivators were ranked of nearly equal importance (from 7.4 to 8.2), which ultimately means that all these motives have a potential of stimulating UBC for universities.

Benefits of UBC

Spanish academics and HEI managers have very similar perceptions about the stakeholders that benefit from UBC.

Businesses and universities are perceived by both groups as the stakeholder groups who benefit the most from UBC.

Academics perceive their own benefits higher than the benefits for students and government.

However HEI representatives see them as well as Spanish government to get little benefits from UBC.

Benefits are the perceived positive outcomes (financial and non-financial) from undertaking UBC as relevant for the different stakeholder groups that can potentially participate in UBC.

The perception regarding who benefits from such cooperation can influence the decision to increase or decrease their participation or the involvement

of other groups. For example, if academics perceive their own *benefits* to be low, they may refrain from engaging in UBC. Yet, if they perceive *benefits* for students to be high, they might undertake actions that contribute to students' involvement in UBC.

Benefits

'Who receives the benefits of UBC?'- as answered by academics and HEI representatives

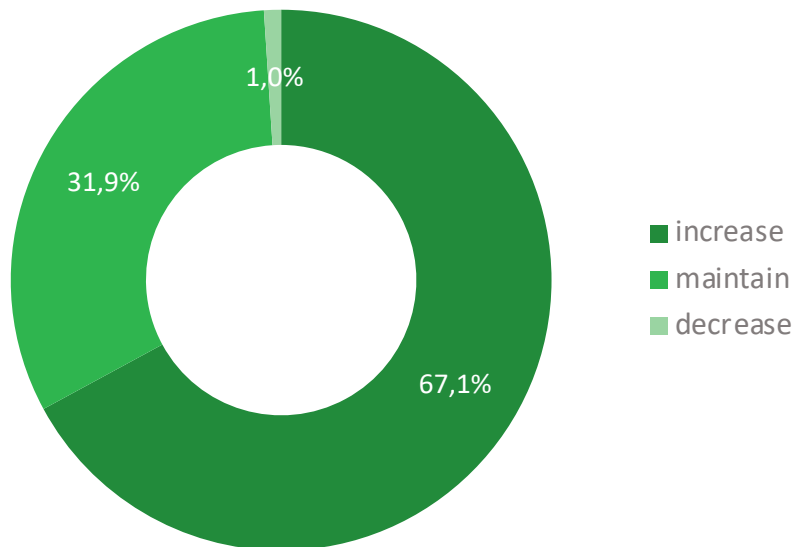


	Academics	HEI representatives
1.	Businesses	Businesses
2.	Universities	Universities
3.	Society	Society
4.	Academics	Students
5.	Students	Academics
6.	Government / public authorities	Government / public authorities

Future intentions

Future UBC intentions – SPAIN

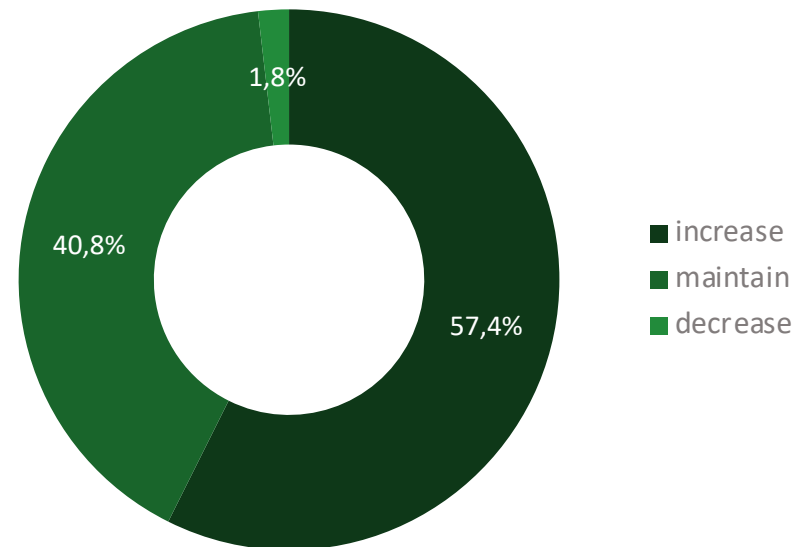
As answered by Spanish academics



Spanish academics show a very strong commitment to UBC as 99% of them expect to increase or maintain their UBC activities. In this sense, Spain proves to be a receptive market for UBC, with positive momentum for the future.

Future UBC intentions – EUROPE

As answered by European academics



Academics in Europe also show a strong commitment to UBC. 57.4% of cooperating academics expect to increase their cooperation and only 1.8% plan to decrease their collaborative activities with businesses. This shows a positive projection for UBC in Europe.

Willingness to recommend UBC

The willingness of Spanish cooperating academics to recommend to a colleague to engage in UBC highly varies depending on whether this cooperation is in research or in education.

Spanish academics are significantly more satisfied with UBC in research than their European counterparts (NPS=40). While 55% of them will promote it positively, only 15% would do it negatively.

Regarding education-related UBC, Spanish academics are slightly more satisfied than their European counterparts, even when none of them are very satisfied with their experience (NPS = -5 for Spanish and -14 for European academics).

Willingness to recommend to an academic colleague cooperation with business in R&D and education

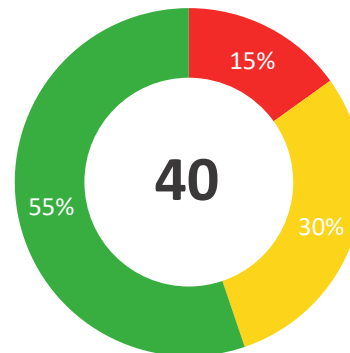
As answered by academics

	Detractors	Passives	Promoters
Academics cooperating in E&T	38%	28%	34%
Academics cooperating in R&D	15%	30%	55%

Net promotor score
-5
40

Satisfaction in cooperation with businesses (net promotor score)

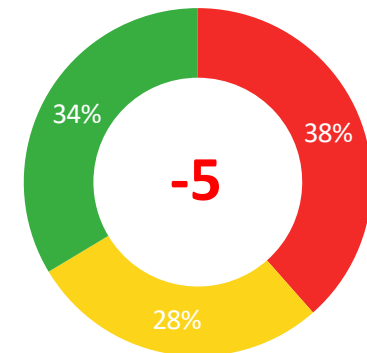
Academics cooperating in research



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: 17

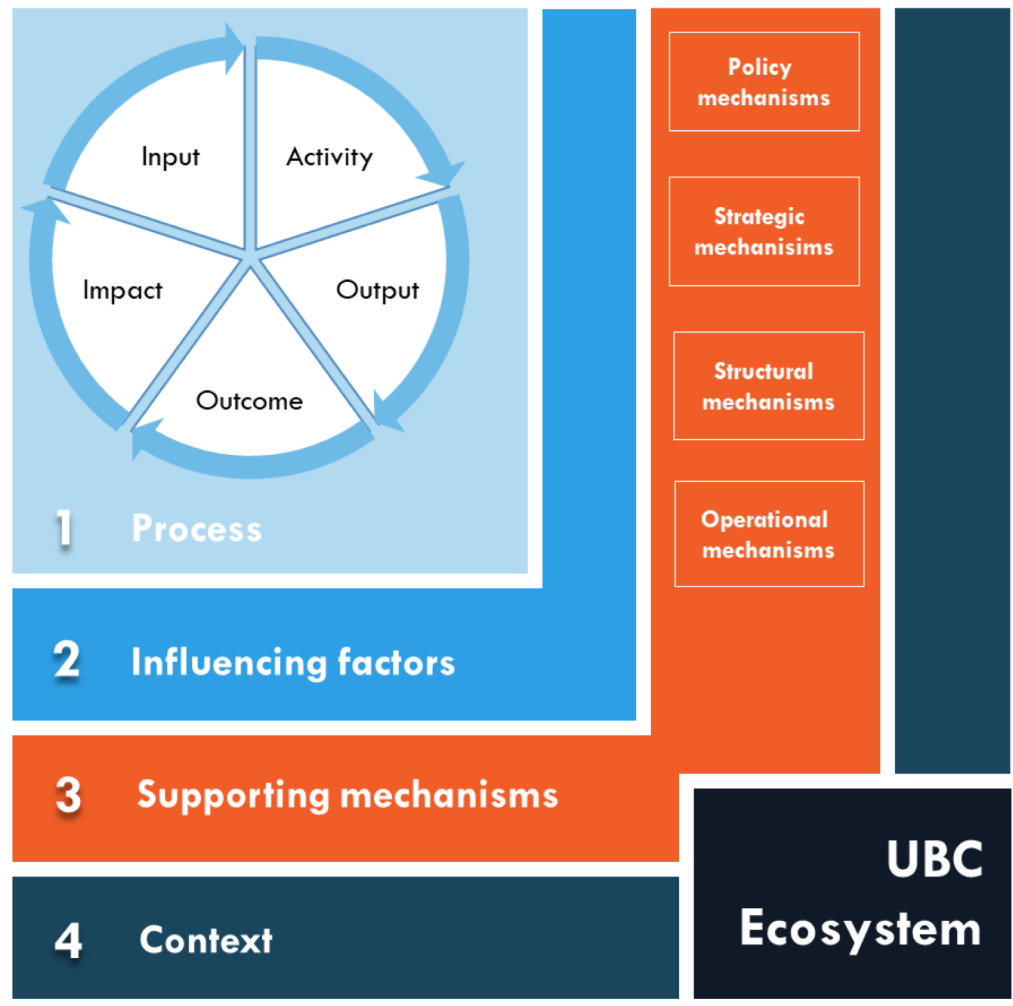
Academics cooperating in education



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: -13.8

Supporting mechanisms for UBC



Supporting mechanisms are interventions designed to support the development of cooperation between HEIs and business.

There are four types of supporting mechanisms:

- Policy
- Strategic
- Structural
- Operational

This section outlines the extent to which UBC supporting mechanisms are developed in this sample from the HEI perspective.

At the European level, the extent of development of all these mechanisms significantly influences the extent of cooperation.

Supporting mechanisms for UBC

Spanish HEI representatives perceive policy mechanisms to be developed to a medium-low level. These perceptions are very similar to those of their European counterparts.

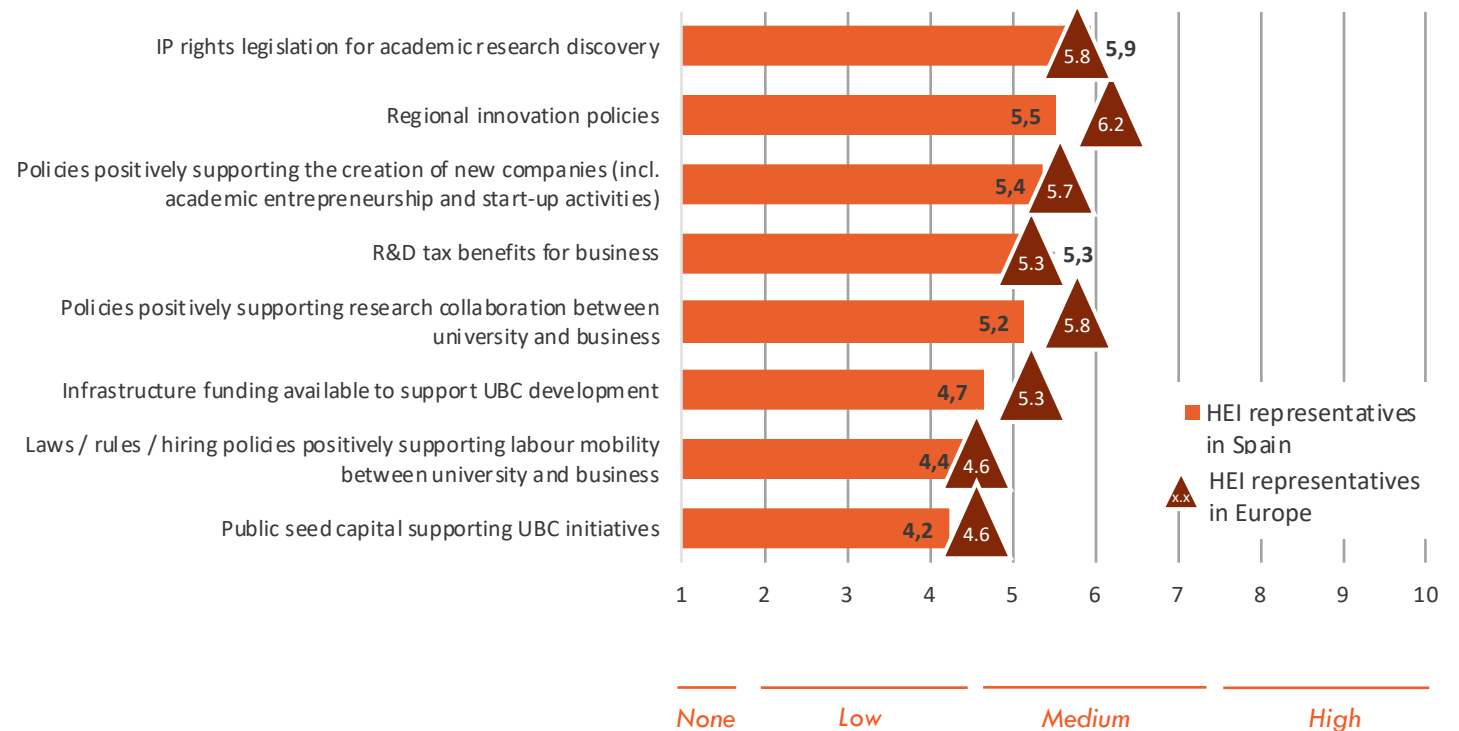
IP rights legislation for academic research discovery (5.9) and regional innovation policies (5.5) are the most developed supporting mechanisms, followed by policies that positively support creation of new companies (5.4).

Policies positively supporting research collaboration between university and business (5.2) and infrastructure funding available to support UBC development (4.7) are less developed compared to European average.

The least developed mechanisms for Spanish HEIs related to policies supporting labour mobility between universities and business (4.4) and public seed capital supporting UBC activities (4.2).

Policy mechanisms

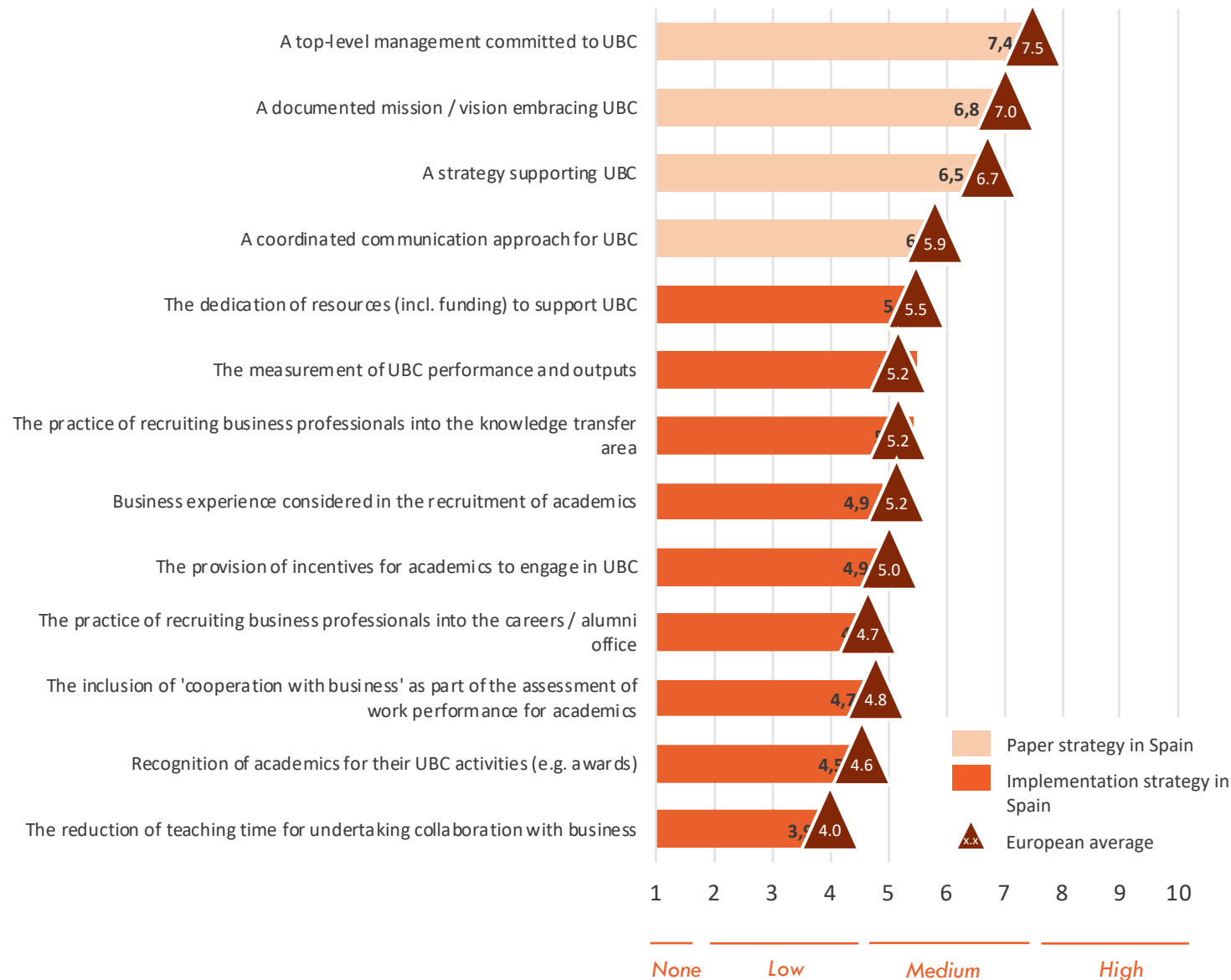
'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Supporting mechanisms for UBC

Strategic mechanisms

'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Overall, the development of the strategic mechanisms in Spanish and European HEIs is very similar.

The most developed mechanisms are a committed top-level management and a documented mission/vision embracing UBC.

Whereas the least developed strategies are mechanisms related to the practise of recruiting business professionals into careers office (4.5) and the reduction of teaching time (3.9).

Notably the paper strategies are substantially more developed than implementation strategies, showing the official commitment of Spanish HEIs to UBC above the actual dedication of resources.

Supporting mechanisms for UBC

The development of most structural mechanisms is slightly higher in Spanish HEIs than in European HEIs.

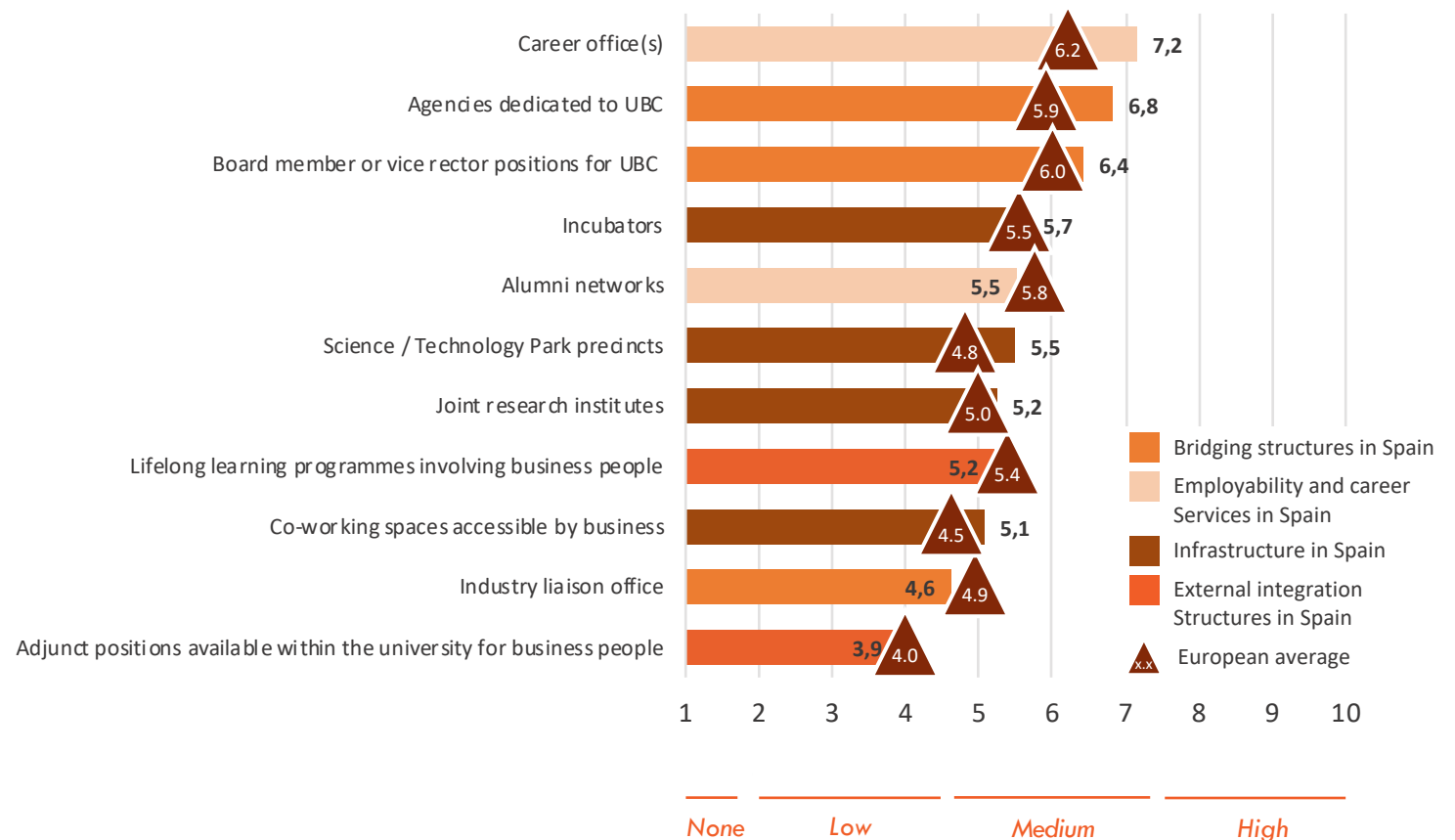
Both European and Spanish HEI representatives indicated the same top three structural mechanisms.

Overall for both groups bridging structures and employability/careers services are the most developed types of structures supporting UBC in universities.

Notably the infrastructure related mechanisms are more developed in Spain than in Europe.

Structural mechanisms

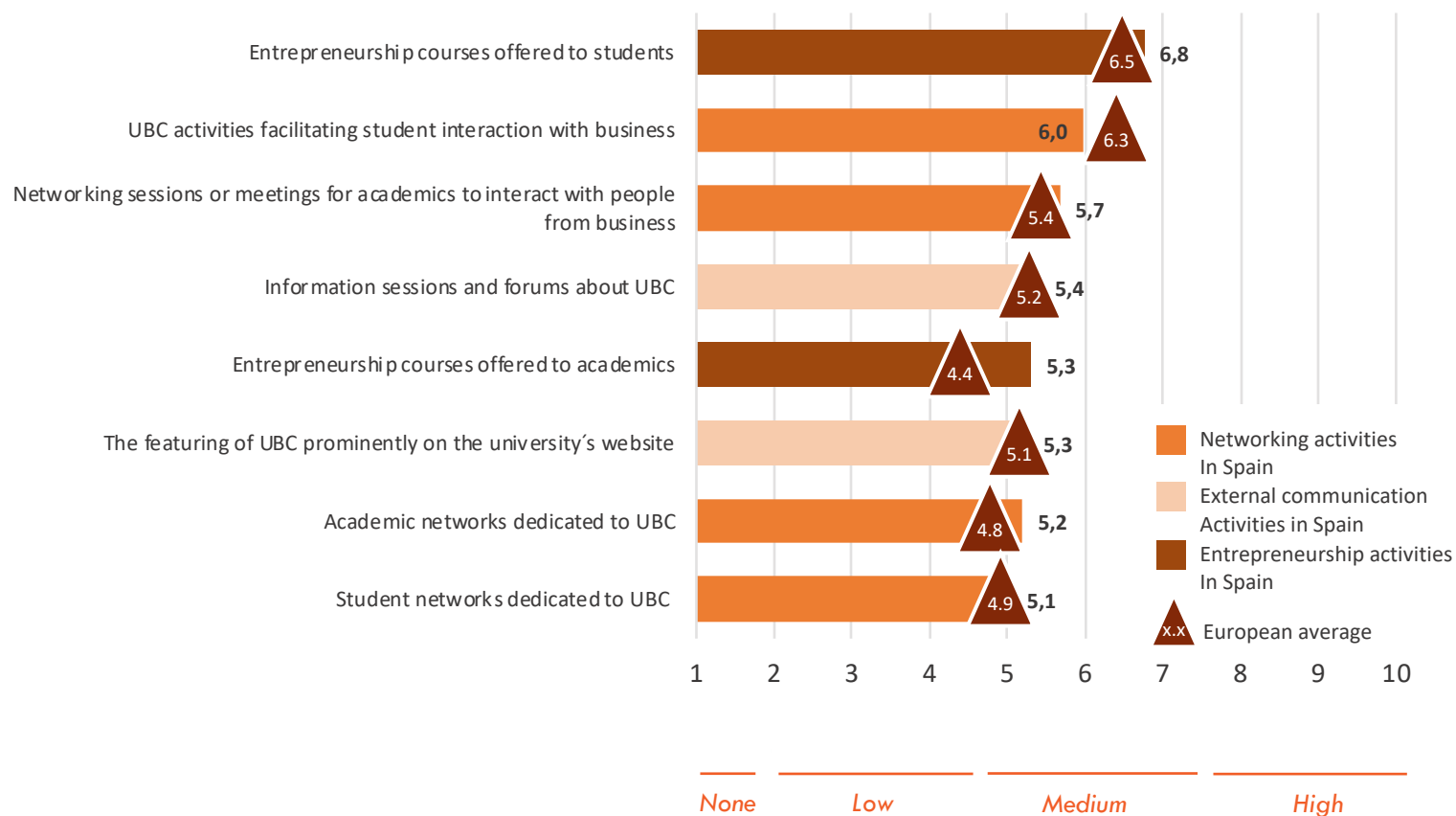
'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Supporting mechanisms for UBC

Operational mechanisms

'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Overall, the perspectives of Spanish and European HEI representatives align in respect to the development of operational mechanisms.

Student-centred activities are the most developed operational mechanisms, with entrepreneurship courses offered to students (6.8) and UBC activities facilitating student interaction with businesses (6.0) ranked the highest.

Among the activities focused on academics, networking sessions for academics to interact with business people are also well developed (5.7).

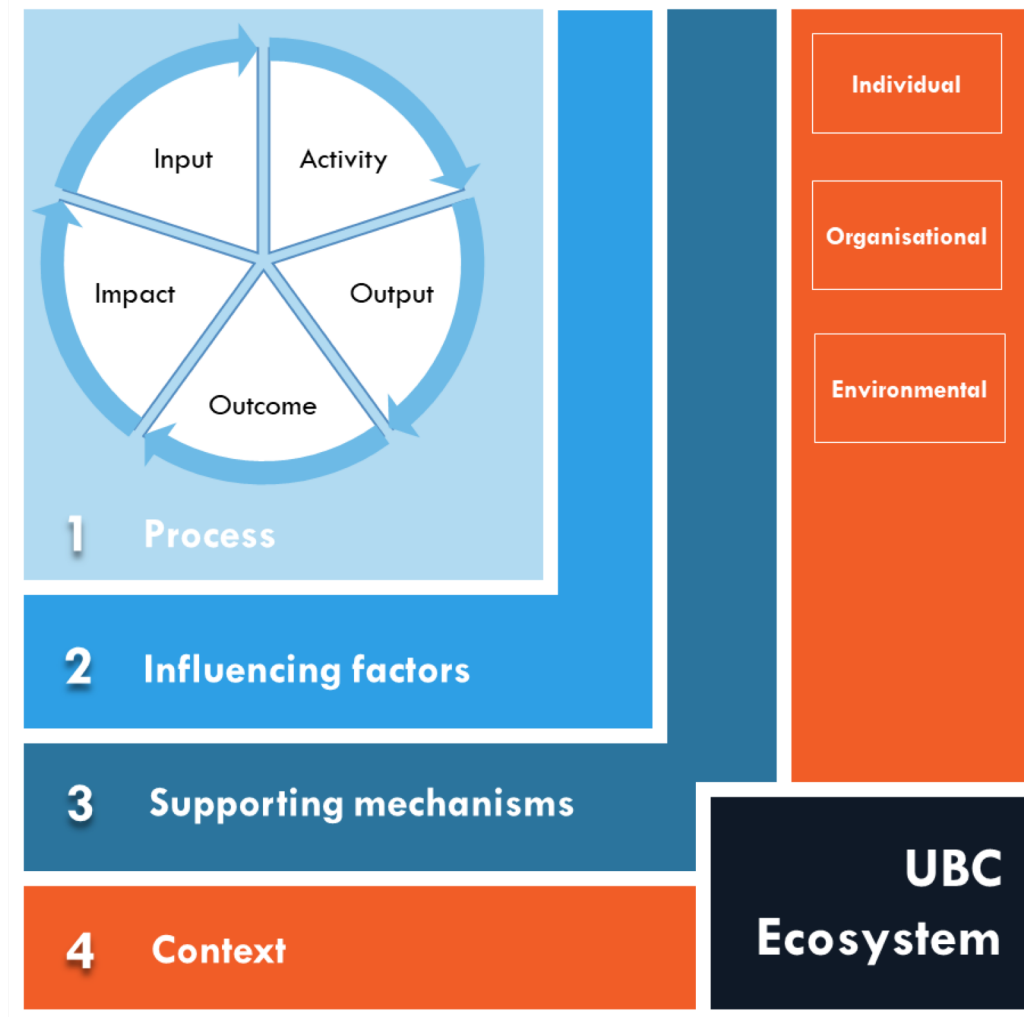
Networking activities focused on academic (5.2) and student networks (5.1) dedicated to UBC emerge as the least developed operational mechanisms for Spanish HEIs.

Context

The degree to which UBC takes place is influenced by a set of elements present in the context of the organisation that cannot be changed in short or medium term.

These include the characteristics of individual actors involved, the institutional factors relating to the university and business, as well as by a set of broader environmental factors (political, economic, social, technological, etc.).

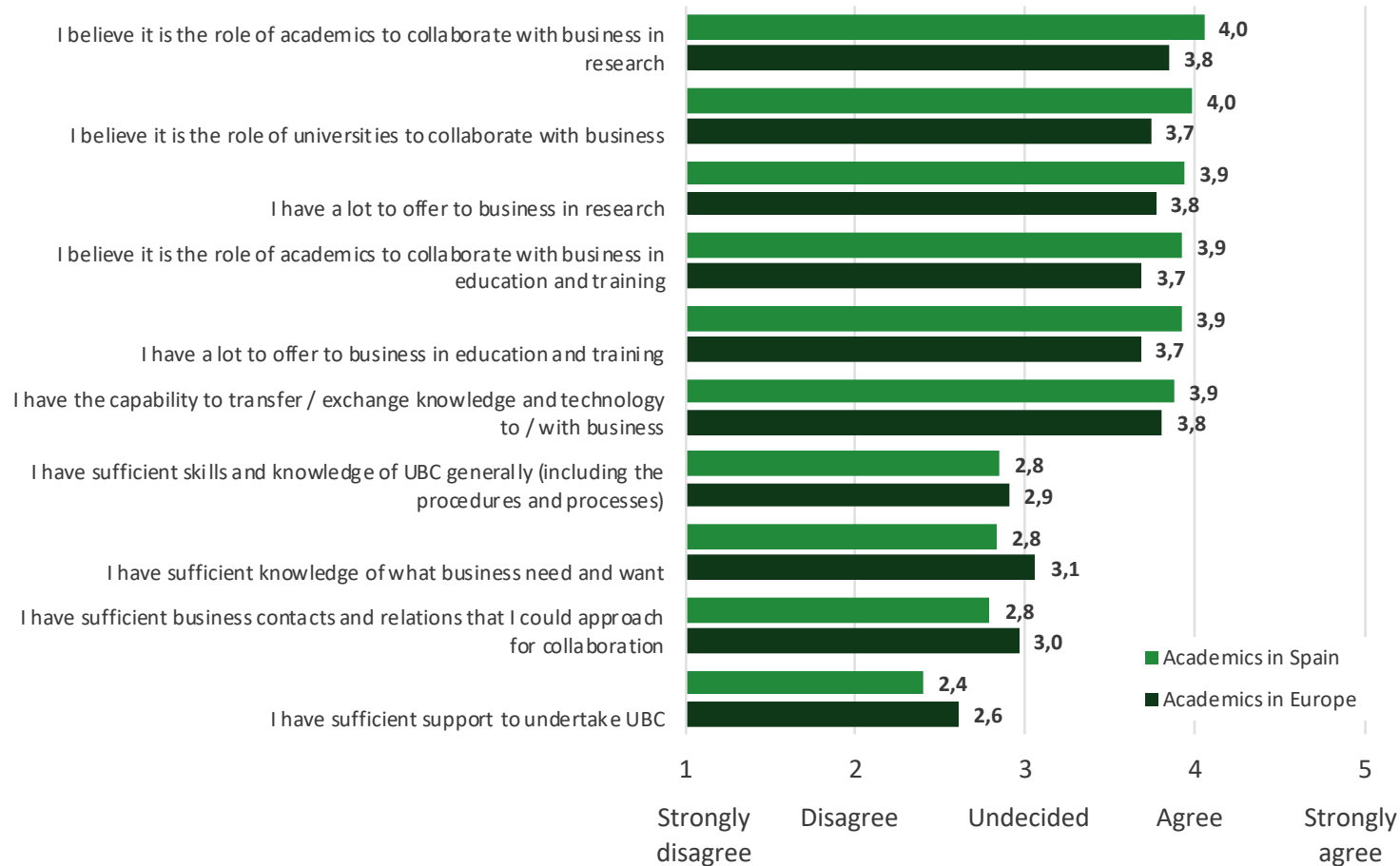
This section outlines how some contextual factors influence UBC in the country.



UBC capabilities

Capabilities for UBC

'To what extent do you agree or disagree with the following statements?' - as answered by academics



Spanish academics identified moderate capabilities and beliefs about of UBC. Their perception is similar to the perception of their European counterparts.

Spanish academics believe that it is their role to collaborate with business in research (4.0). They are furthermore certain that they have a lot to offer to companies in this field (3.9).

They also believe that generally it is the role of universities to collaborate with business (4.0).

Spanish academics however perceive they have insufficient contacts (2.8), limited knowledge of business needs and about UBC in general (2.8) and insufficient support (2.4) to undertake UBC, with scores under the EU average.

Context

The perception of most contextual factors is more negative in Spain than in Europe.

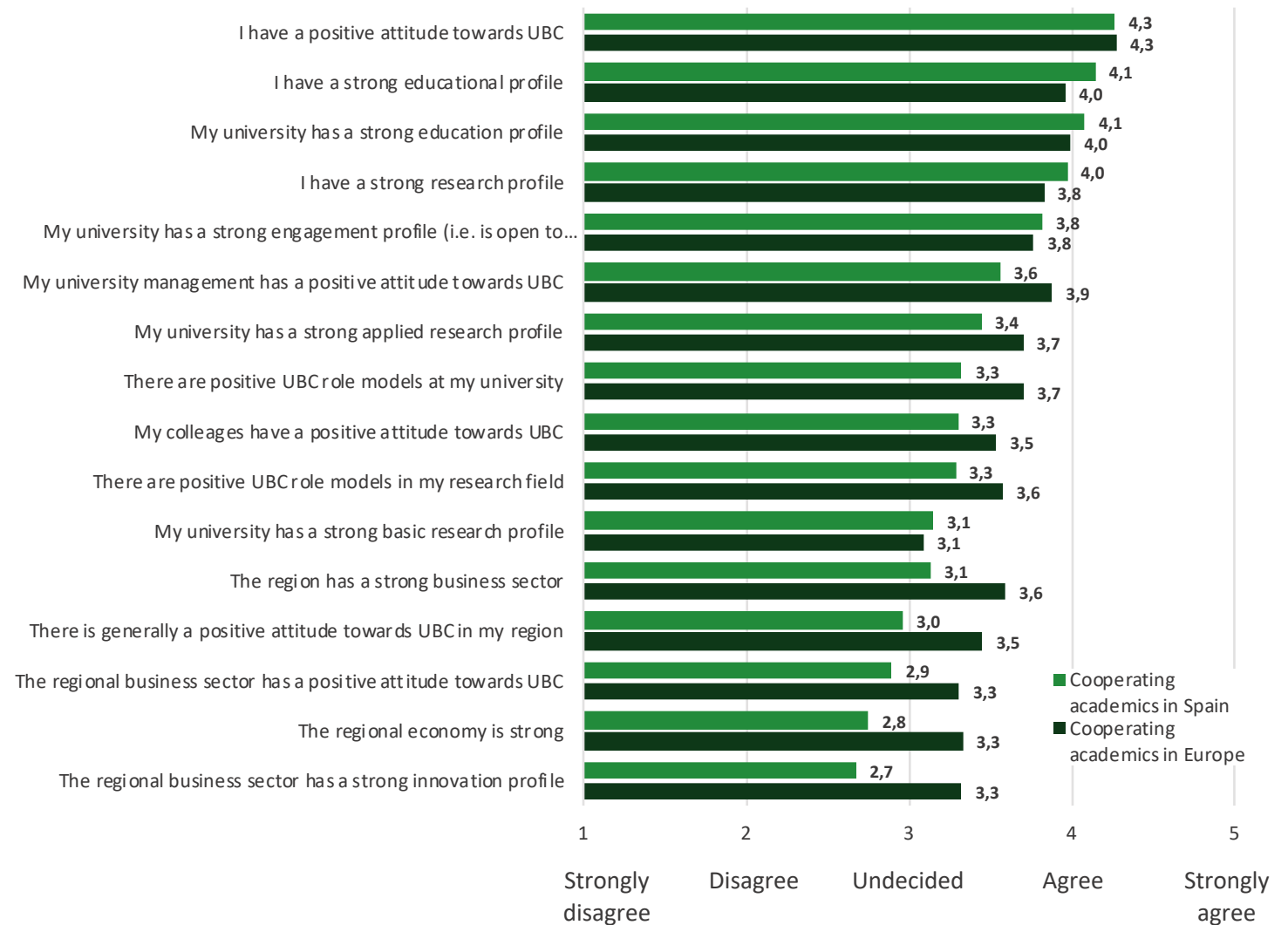
Both Spanish and European academics have however a very positive attitude towards UBC (4.3).

Thus European academics perceive a slightly more positive attitude of their colleagues, HEIs and region towards UBC than Spanish ones.

Spanish academics perceive contextual factors in their region as significantly weaker than their European counterparts.

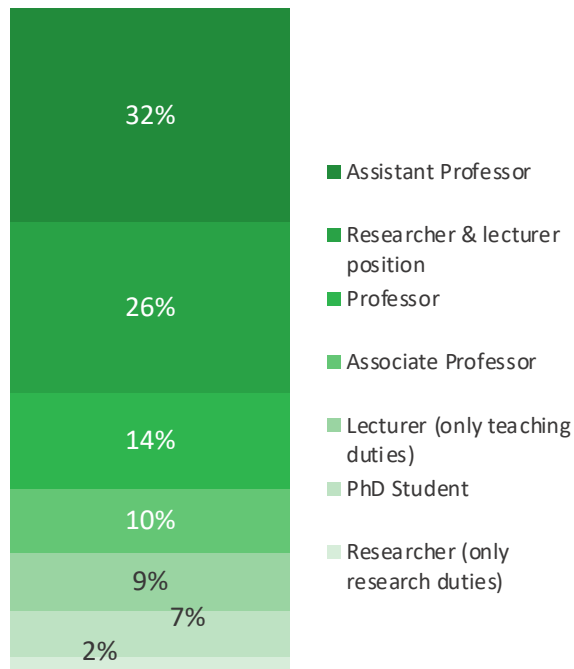
Contextual factors affecting UBC

'To what extent do you agree or disagree with the following statements?' - as answered by academics



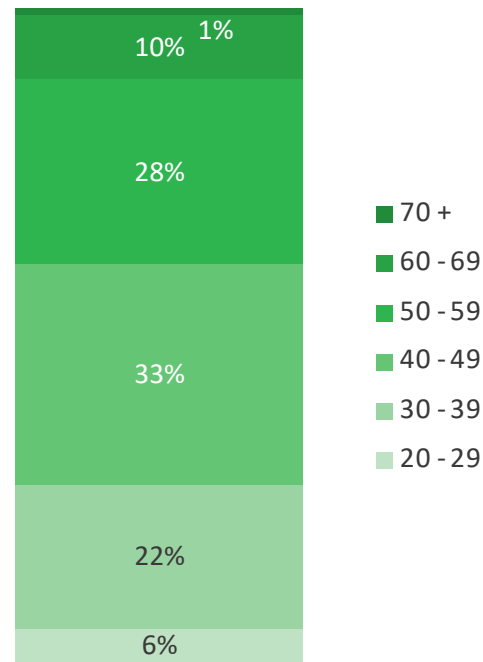
Respondent profile – academics

Position of respondent



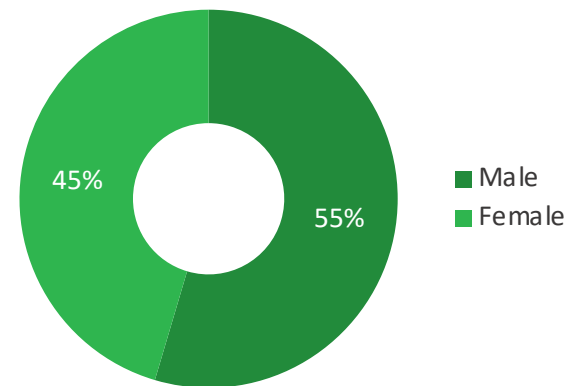
Assistant professors (32%) and researcher and lecturers (26%) comprise the largest groups, followed by professors (14%). The remaining academics identified themselves as associate professors (10%), lecturers (9%), PhD students (7%) and researchers (2%).

Age of respondents



A third of the academics (33%) in the sample are between 40 and 49. Other significant groups are those aged 50-59 (28%) and 30-39 (22%), followed by those aged 20-29 (6%). Academics older than 60 are 11%.

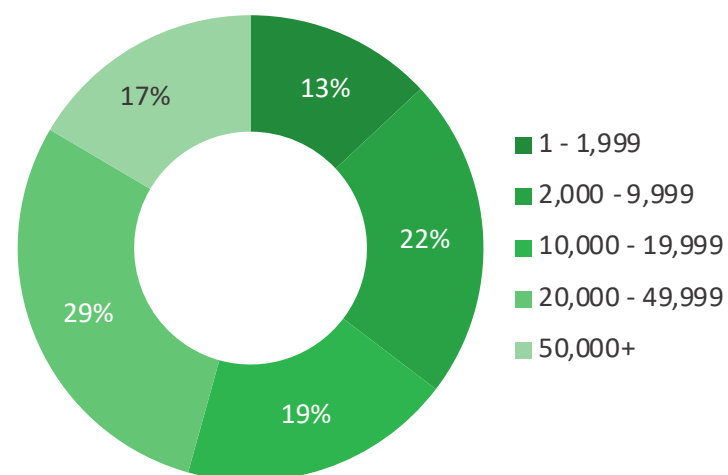
Gender of respondents



The gender distribution in the Romanian academic sample is almost even with 55% male and 45% female respondents.

Respondent profile – academics

Number of students of the HEI

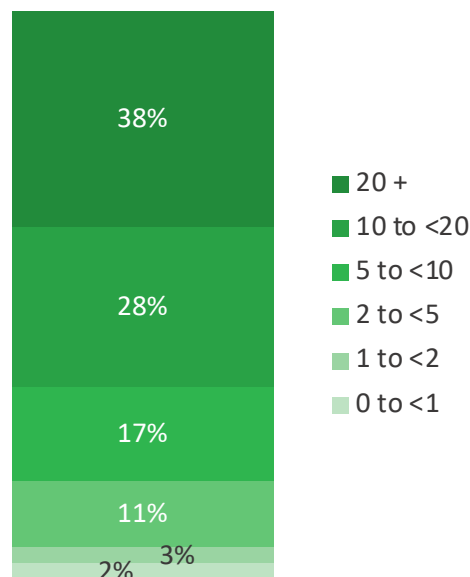


Sample Size	
Spanish Academics	n=1191
European Academics	n=10.836
Spanish HEI representatives	n=346
European HEI representatives	n=3.482

Over a third (35%) of academics in the Spanish sample work for small HEIs (under 9,999 students) and 29% of them work for medium-large HEIs (20,000 to 49,999 students). 19% works for medium-sized HEIs and 17% for very large HEIs with over 50,000 students.

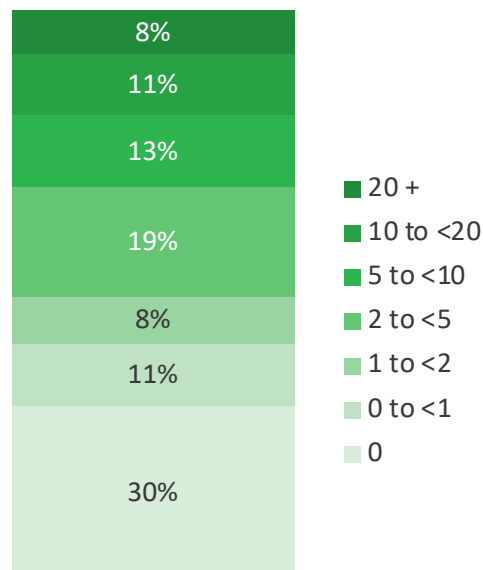
Respondent profile – academics

Years working in university



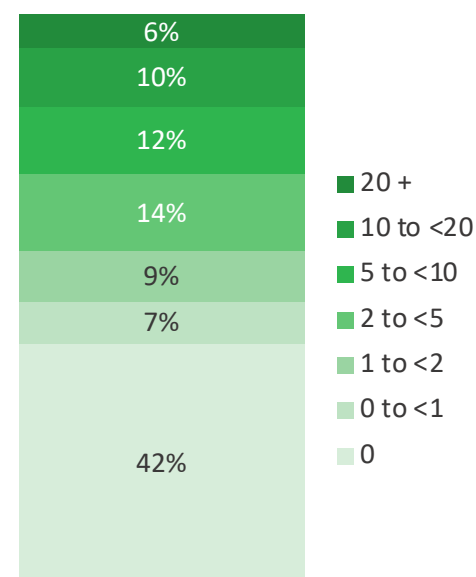
Most academic respondents have worked in academia for several years. Two thirds of them have worked in academia for over 10 years. 17% have 5-10 years of experience and 11% have worked in academic for 2-5 years. 5% of the academics have less than 2 year of experience.

Years working in business



Over two thirds of the Spanish academic respondents have worked in business before. 19% of them have done so for 2 to 5 years. An even proportion (11%) have 5 to 10 years and 10 to 20 years industry experience. Only 4% have worked in business for over 20 years.

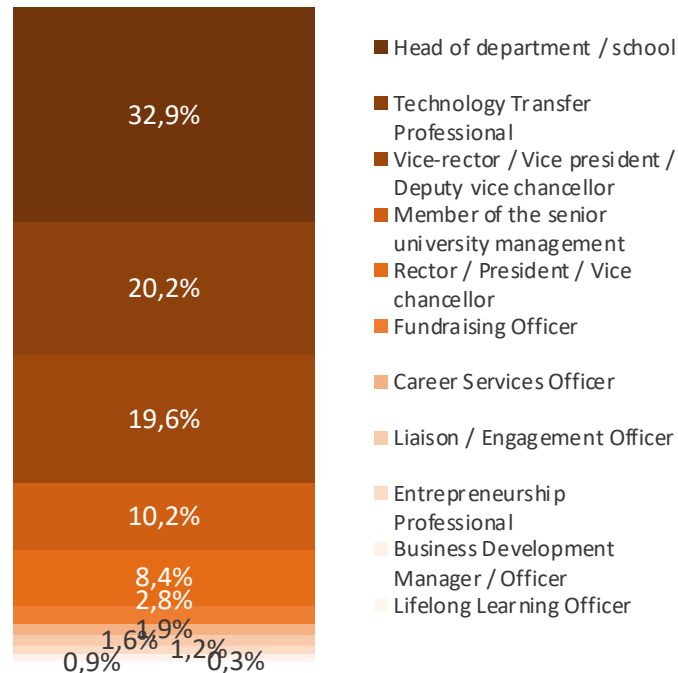
Years involved in UBC whilst working at a university or business



More than half of the respondents in Spain have some UBC experience. Although only 6% have been involved in UBC for over 20 years, 22% have 5 to 20 years of experience, whereas 30% have 1 to 5 years of experience. 42% of academics in the sample have never engaged in UBC.

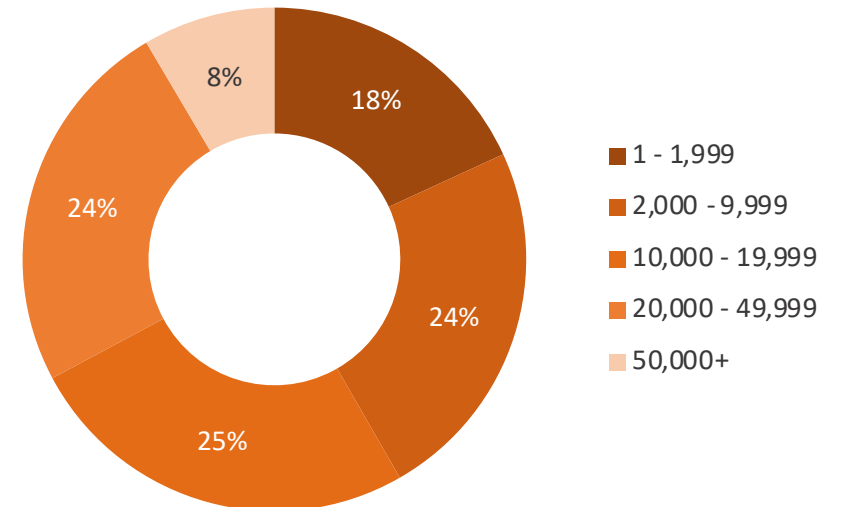
Respondent profile – HEI representatives

Position of respondent



Spanish HEI representatives hold a variety of positions. A third of them are heads of department/school, followed by technology transfer professionals and vice-rectors or vice-presidents (20% each). Other positions represented in the sample are member of the senior university management, rector or president and fundraising officer among others.

Number of students of the HEI



Overall, almost one third (32%) of HEI representatives work for large HEIs (over 20,000 students). 42% of them work in small HEIs (under 9,999 students) and the remaining 25% works in medium-size HEIs.

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This report is part of the DG Education and Culture study on the University-Business Cooperation in Europe: drivers, challenges and opportunities in Europe EAC/10/2015. Further information can be found at www.ub-cooperation.eu

This report is also part of the Global University-Business Monitor initiative, a global study into university engagement and cooperation between university and business. Further information can be found at www.uni-engagement.com